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ABSTRACT

This guide is intended for use in teaching a semester course for sixth graders in self- and career awareness and career exploration. The course is designed to provide initial career guidance experiences and hands-on exploratory activities in the following areas: self-awareness, decision making, employability skills, orientation to careers, the world of work, reasons for working, and career exploration. The guide includes a course outline, course competencies, suggested activities, and recommended resources for effective implementation of the course. A discussion of the needs and characteristics of sixth-grade students, vendor addresses, and list of standards are also included. (MN)

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NORTH CAROLINA
CAREER EXPLORATION
CURRICULUM AND TEACHER GUIDE

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FOREWORD

The 1987 General Assembly of North Carolina extended the use of vocational education funds to grade six. The Division of Vocational Education subsequently determined that the use of such funds be appropriately confined to providing career exploration experiences for sixth graders. Toward that end, a program designed especially for eleven and twelve-year-olds follows.

Career Exploration is a semester course which provides initial career guidance experiences, as well as hands-on exploratory activities in each of the major lab areas under the career exploration section of the Vocational Education Program of Studies, 1987 revision. Class enrollment limits are 12-18. LEAs may elect to provide this course for sixth graders and may appropriately fund such programs with vocational education dollars.

The identified experiences for the course-- Career Exploration-- are organized into the following major categories:

1. Self-Awareness and Development and Personal Planning
    - A. Self-awareness
    - B. Decision making
    - C. Employability skills
2. Career Awareness and Exploration
    - A. Orientation to careers
    - B. The world of work
    - C. Why work?
    - D. Exploring careers

The content is further spread among the suggested daily outline in approximately a 50/50 manner, which should provide further flexibility in designing possible implementation schedules for individual schools.

This guide contains a course outline, course competencies, suggested activities, and recommended resources for effective implementation of Career Exploration (the course). It should be useful to all persons within the school setting in providing meaningful career orientation for the sixth grade student.

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HISTORY

In the development of a career exploration course appropriate for sixth grade learners, the following were major considerations:

1. The identified program may be the only vocational education experience for many students.
2. A common curriculum could facilitate flexibility in local education agency or state program planning.
3. The identified course could be the entry-level experience for all middle grades vocational education students.
4. Programs appropriate for seventh and eighth graders may not be appropriate for sixth graders.

A broad range of personnel and resources was accessed to ensure the appropriateness of the curriculum content and design. That process encompassed the following:

1. Conferences were conducted with the following persons to establish guidelines and appropriate procedures for developing the curriculum:

   A. June Atkinson, Associate Director, Division of Vocational Education;
   B. Nancy Farmer, Special Assistant for Middle Grades, SDPI; and
   C. Jack Knox, Consultant for Junior High Guidance, SDPI.

2. Materials from the following states were reviewed:

   A. Florida
   B. New York
   C. Virginia
   D. West Virginia
   E. Delaware
   F. South Carolina

3. Materials from certain local education agencies in North Carolina were reviewed.
4. A profile of the sixth grade learner was developed.
5. Two in-depth sessions were conducted with the following chief consultants and/or their designees to identify and classify appropriate experiences for the sixth grade curriculum.

   A. Charles Keels, Agricultural Education
   B. Jane Smink, Industrial Arts/Technology Education
   C. Hattie Blue, Business and Office Education
   D. Rebecca Payne, Home Economics Education

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6. A comprehensive statewide ad hoc committee consisting of representatives from the following areas was convened to identify and classify appropriate experiences for the sixth grade curriculum:

   A. Middle grades education, SDPI
   B. Middle grades guidance, SDPI
   C. Middle grades principals
   D. Local vocational directors
   E. Regional coordination for vocational education
   F. Middle grades guidance
   G. Teachers from extra-vocational curriculum areas, such as language arts and social studies
   H. One-teacher career exploration programs
   I. Comprehensive career exploration programs
   J. Other vocational program areas

7. A statewide ad hoc committee of certain identified career exploration teachers was convened to:

   A. Organize and classify the experiences identied by the above committees.
   B. Identify the competencies appropriate to the daily lessons in the course outline.
   C. Identify the facilities, equipment, furniture, and materials necessary to effectively implement the curriculum.

8. A statewide committee of selected career exploration teachers was convened to:

   A. Design and/or identify appropriate student activities for the identified experiences.
   B. Develop an articulated resource bibliography for the course.

THE SIXTH GRADE STUDENT

In some respects, age ten is a kind of plateau between childhood and adolescence. As the student moves toward eleven, the growth pressures reassert themselves, and the accelerated pace of growth that marks early adolescence can be seen and felt.

This new growth thrust is revealed in numerous ways. The activity level shows a marked increase, and he/she has trouble keeping still. In this respect, he/she resembles the six-year-old. Appetite increases severalfold, and his/her stomach, at least to parents, seems like a bottomless pit. Not only has appetite for food increased tremendously, but also appetite for new experiences, for knowledge of the world, and most particularly, for more information about people.

Possibly because of this tremendous energy and activity, he/she often forgets manners and is loud, boorish, and rude. Quarreling is a common feature, but he/she likes to do the arguing and doesn't like to be argued at by others. He/she is also rather emotional and subject to outbursts of rage, peevishness, and moodiness. The emotional control of these emotions seems to have vanished, and he/she is often touchy and unpredictable.

Often the emotionality, sensitiveness, and argumentativeness is more evident at home than it is in other places. Particularly with strangers, eleven can be cooperative, friendly, and pleasant. Eleven needs to be handled with understanding but with firmness. Although he/she should not be allowed to ride roughshod over people, he/she should not be put down too harshly.

Looking closely at eleven's self-concept and others' reactions towards him/her, he/she hardly seems like the same person he/she was a year earlier. He/she is often yelled at and disciplined. This, in turn, results in a belligerent attitude. Statements as "Everything I do is wrong" or "You always pick on me" are not uncommon. The calm self-confidence of ten has given way to renewed doubts and sensitivity. Perhaps nothing could better illustrate how much the self-concept is dependent upon others' reactions than the rapid transformation that comes about between the ages of ten and eleven in general self-confidence.

As he/she feels himself/herself moving toward a new maturity level, he/she makes a new search for self-definition. Such definition comes through confrontation with others, and eleven often confronts adults, particularly parents, with criticism and accusations as if to get a response-- any kind of response. Eleven can't tolerate indifference, so even negative responses are better than nothing. Eleven often lashes out without really understanding why. Coupled with this strong desire to be noticed is also a new defensiveness. While he/she may admit his/her faults, it is mainly in a general way, not wanting to be pinned down to specifics.

Independence from adult influence and authority will become progressively greater during the next few years. Eleven is beginning to differ with adults on such things as career choice and often dreams about being famous.

The character of interpersonal relations is also undergoing change. While ten most often accepts adult authority, eleven challenges it. He/she is often critical of mother's judgment and father's temper. Child-rearing practices are being challenged, and parents' motives and feelings become the subject of eleven's attacks, particularly if he/she feels that favoritism has been shown to younger siblings. While there may be periods when eleven gets along well with others, it is hard to know when the next negative spell will strike.

Friendships with peers don't suffer the same revolution that is true for eleven's relations with parents. Friendships are now made more on the basis of mutuality of interests and temperament. At this age, boys usually have one best friend and a group of other friends who play together. Girls, in contrast, tend to be a part of a small group of friends, all of whom are good friends, with pairings less frequent.

Boy-girl relationships are also changing. Both boys and girls will admit an interest in the opposite sex, or that there will soon be. Girls probably are more interested and more vocal about their interest than boys. Boys show interest by joking, teasing, and "showing off" in front of girls. Girls accept this behavior most often as positive and seem to enjoy it.

While many eleven-year-olds enjoy school, many others find school has now become a problem for them-- and quite often they are a problem for the school. Eleven's high energy level and his/her critical nature make it difficult for him/her to sit still and finish work without disturbing others. School is mainly enjoyed because it is where friends are.

At eleven, then, we begin to see changes that will lead into adolescence. Pace of growth is increasing, along with energy and activity level. Self-doubts and insecurity are once again present and a new defensiveness makes him/her reluctant to admit his/her weaknesses. Relations with adults, as well as siblings, are once again conflictual, and eleven finds much to criticize them for. He/she believes he/she is being put upon and discriminated against. Only relations with friends remain unruffled. At school, there is a new dislike, or, at least, impatience with school and school subjects. This attitude toward school may just reflect the fact that at this state young people don't have the energy to invest in learning because they expend it too generously elsewhere.

SIXTH GRADE STUDENT PROFILE

The sixth-grader will:

1. Educational/Career Maturation

    - A. Continue to explore and increase an understanding of the physical world of work.
    - B. Examine careers in line with abilities and interests.
    - C. Develop further a sense of initiative, industry, and the motivation to learn and achieve.
    - D. Increase the ability to advance from concrete to abstract concepts.
    - E. Increase the ability to trace the more general to the specific.
    - F. Learn to explain and to clarify more complex concepts.
    - G. Incorporate learning into the gestalt of living.
    - H. Continue to select activities commensurate with abilities and interests.
    - I. Personalize methods of making decisions.
    - J. Increase the ability to recognize and solve personal problems.

2. Personal/Emotional Maturation

    - A. Increase feelings of autonomy and independence.
    - B. Assume responsibility for personal conduct.
    - C. Continue the development of a sense of self-identity and positive self-image.
    - D. Continue to formulate a set of values and an ethical system which serve as a guide to behavior.
    - E. Learn to take charge of the expression of emotions.
    - F. Reorganize thoughts and feelings in the face of significant body changes.
    - G. Accept and manage the results of changing motor patterns.
    - H. Understand and cope with sexual development and psychosexual drives.
    - I. Further develop unique abilities and talents.

3. Social Maturation

    - A. Learn to relate to more varied social groups.
    - B. Become more involved in interactions with other people.
    - C. Become more aware of roles in interpersonal relationships.
    - D. Cultivate an identification with members of the same sex.
    - E. Cultivate relationships with members of opposite sex.
    - F. Continue to learn tolerance for people of different races and religions.
    - G. Refine social skills and achieve socially responsible behavior.
    - H. Assume more responsibility at home and school.
    - I. Undertake cooperative enterprises.
    - J. Achieve an appropriate giving/receiving pattern of affection.
    - K. Refine verbal and written powers of communication.

CAREER EXPLORATION - 6158
COURSE COMPETENCIES

1. Self-Awareness and Appraisal

001. Investigate the influence of personal interests, abilities, aptitudes, career values, and attitudes on career choices

01. Identify the importance of knowing oneself.
02. Explore personal interests, abilitilities, and aptitudes.
03. Recognize the influence of attitudes on career choices.
04. Identify the factors that influence self-concept.
05. Describe the effects of self-concept on behavior.
06. Discuss ways performance contributes to self-esteem and job success.
07. Demonstrate performances that improve self-concept.
08. Describe the influence occupations have on personal lifestyles.
09. Investigate the effect career values, abilities, aptitudes, personal interests, personality, needs, and aspirations have on career choice.

2. Career Decision Making

002. Apply the decision-making process to formulate tentative career plans.

01. Recognize steps in decision-making.
02. Explain the concept that individuals are responsible for their decisions.
03. Demonstrate the decision-making process.
04. Explain factors which contribute to realistic personal and career goals.
05. Develop tentative, realistic career goals.
06. Discuss the importance of developing alternative career goals.
07. Prepare a personalized high school education plan.

3. Technology, Productivity, and Citizenship

003. Recognize the importance of technology, productivity, and citizenship to the development of responsible workers.

01. Identify reasons people work.
02. Discuss work ethics.
03. Recognize the value and dignity inherent in work.
04. Explain the interdependency of occupations.
05. Examine the effect of technology on workers.
06. Relate positive work habits to productivity in the American economy.
07. Describe characteristics of the American economic system.
08. Investigate the influence technology, production, distribution and consumption have on employment opportunities.

09. Participate in job tasks related to current technology.
10. Demonstrate safe and responsible operation of simple tools, equipment, and materials used in exploratory activities.
11. Explain the effects of responsible use of tools, materials, and equipment on productivity.
12. Explain the advantages in developing self-discipline, productive work habits, and positive attitudes.
13. Examine factors which comprise responsible citizenship as a member of a vocational student organization.
14. Practice leadership and supportive roles in class.
15. Demonstrate knowledge of parliamentary procedure.
16. Participate in vocational student organization activities at the local, regional and state levels.
17. Apply concepts of vocational student organizations to effective citizenship.

4. Occupational and Educational Investigation

004. Analyze occupational and educational opportunities.

01. Identify a variety of ways to classify occupations.
02. List information needed to examine an occupation.
03. Identify occupational information resources.
04. Use a variety of methods to investigate occupations.
05. Simulate a variety of job tasks.
06. Recognize a worker's need for basic education and occupational skills.
07. Relate school subjects to potential careers.
08. Examine high school course offerings.
09. Examine available educational and training options for various exit levels.
10. Relate labor market trends to personal, educational and career goals.

5. Occupational Survival Skills

005. Examine characteristics that promote personal success in the job market.

01. List employee traits beneficial to employers.
03. Describe the effect of personal appearance on employment.
04. Apply basic education skills to job tasks.
05. Demonstrate the ability to follow directions.
06. Explain the importance of interpersonal relationship skills.
07. Assume responsibility for the completion of work.
08. Simulate employment-seeking skills.

CAREER EXPLORATION - 6158

Course Outline with Competencies

DAY	COMPETENCIES	TOPIC	CONTENT
		I. Orientation	
1	002.02 005.05		A. Defining career exploration B. class management
2	005.06		Cooperation skills
3	004.06 .07		Relating school to vocational preparation
4	005.06		Group awareness/interaction
5	003.13 .16		CECNC: Purpose; membership; creed; officers/duties
		II. Why Work ?	
6	003.01		Reasons people work: job satisfaction; money; status; self-satisfaction; etc.
7	005.07 003.02 .03 .04 .06		Work ethics/values: Responsibilities; loyalty; dignity of work; etc.
8-9	003.07 001.08		Pay for work: Money; deductions; fringe benefits; work experience; hourly wage; salary; full and/or part-time employment; etc.
10			Wrap-up: Review; evaluation
11	004.04		Resource day: Field trip; special project; career movie; resource speaker; etc.
		III. The World of Work	
12-14			Introduction to world of work: Jobs of family members; community job opportunities; etc.

DAY	COMPETENCIES	TOPIC	CONTENT
15- 16	003.04 .05 .08		Global Career Trends: Jobs of the future; the nature of changing technology; employment trends; etc. (correlate with social studies)
17	003.13 .14 .15 .16		CECNC: Election of officers; parliamentary procedure; etc.
		IV. Self- Awareness	
18- 19	001.01 .03 .09		Personality traits: (helpful): honesty; dependability; cooperativeness; initiative; etc. (not helpful): laziness; sloppiness; tactlessness; dishonesty; etc.
20- 21	001.01 .04 .05 .06 .07 .08 .09		Self-concepts/self-esteem: The person's picture of self; the person as seen by others
22- 23			Resource days: Motivational activities to introduce hands-on experiences to come; field trip; film; outside speaker; etc.
24- 26	001.02 .07 .09		Self assessment: Interests; aptitudes; abilities; physical characteristics; etc.
		V. Exploring Careers	
27- 31	004.01 .02 .04		Introduction to career groupings: Worker trait groups; 15 cluster areas; lab groupings; etc.
32- 33	004.03		Resources: Occupational Outlook Handbook; "Mini-Briefs"; computer programs; videos; Dictionary of Occupational Title Vocational Biographies; etc.

DAY	COMPETENCIES	TOPIC	CONTENT
34- 35	004.02 .06 .09		Research skills/techniques: Job descriptions; working conditions; salary ranges; education and training; advantages/disadvantages; employment outlook; etc.
36- 38	003.10 .11 .12		Orientation to career simulations: Organization/operation of centers; (or labs); safety; general rules; etc.
39			Demonstrations: Career simulations in the business lab
40- 44	003.09 .10 004.04 .05 005.05 .07		Career simulations: File clerk; cashier/computer operator; receptionist; copy-writer; disc jockey
45			Resource day: Activities related to business careers
46- 48	001.03 .09 005.01 .03 .04 .07		Work relationships/skills: Communication skills; listening skills; interpersonal relations skills; problem-solving skills; attitudes; etc.
49			Demonstrations: Career simulations in the environmental lab
50- 54	003.09 .10 004.04 .05 005.05 .07		Career simulations: marine biologist; forestry technician; poultry farmer; soil scientist; meteorologist.
55			Resource day: Activities related to environmental careers
56- 58	003.14 .15 .16 .17		Leadership development: CECNC opening/closing ceremonies; parliamentary practice; committees; leading/following; public speaking; etc.

59		Demonstrations: Career simulations in the industrial lab
60-64	003.09 .10 004.04 .05 005.05 .07	Career simulations: Truck driver; robotics technician; plumber; screen printer; assembler
65		Resource day: Activities related to industrial careers
66-67	003.02 .03 005.03 .06	Stereotyping: Biases; non-traditional careers; handicaps in the workforce; language of stereotyping; etc.
68		Demonstrations of career simulations in the service lab
69-73	003.09 .10 004.04 .05 005.05 .07	Career simulations: dental assistant; law enforcement officer; child care worker; caterer; cosmetologist
74		Resource day: Activities related to service careers
75-78	004.04	Application: Projects; displays; charts; reports; posters; etc.
79		Wrap-up/evaluation of career simulations

VI. Decision Making

80-84	002.01 .02 .03 .04 .05 .06 .07	A. Steps in the decision-making process B. Self-assessment: organization; self-discipline C. Study skills D. Application: Personalized education plan (P.E.P.)

VII. Employability Skills

85-88	005.01	A. Expectations
	.03	B. Applications
	.04	C. Interviews
	.05	D. Job seeking: Want ads; personal contacts; etc.
	.08	E. Part-time employment: Paid; non-paid
89-90		Final evaluation

ACTIVITIES GUIDE

As has been noted elsewhere in the guide, the sixth grader responds best to activity oriented instruction. Sit-down, pencil-and-paper sessions, and/or pure lecture classes can quickly "lose" the student of this age.

Every effort should be made to provide as great a variety of activities for the student as is practical in order to maintain high interest levels while achieving instructional objectives. While this may seem more easily accomplished in the hands-on laboratory experiences, it is equally crucial in the guidance-related component of the program.

This guide provides some direction for selecting appropriate instructional activities. As the nature of the program unfolds, the teacher will begin to identify many additional activities and strategies to supplement those suggested in the pages ahead. In determining which are more appropriate for a given group of students, the teacher should bear in mind that only exploratory experiences are appropriate for the program and that skill development is not a component of career exploration.

Sample items included in this manual have been developed and contributed by career exploration teachers or programs from across North Carolina. They are intended to be examples, and may be duplicated for in-class student use only.

Day: 1

COMPETENCIES: 002.02
005.05

ACTIVITIES:

A. Defining career exploration

1) "Brainstorm" the meaning of career exploration with the class, using a student to record ideas on the board.
2) Using the Career Exploration definition sheet, clarify the meaning and objectives of the program.
3) Using the vocabulary sheet, familiarize the students with terms associated with exploring careers.

B. Class management

1) Send home by students an introductory letter describing the program.
2) Share course content and student expectations.
3) Attend to general housekeeping:
    a. room set-up
    b. materials
    c. class/school rules
4) Have each student prepare a personal folder.
5) Have students make name plates for desks to use until you learn their names.

DAY: 2

COMPETENCY: 005.06

ACTIVITIES: Cooperation skills

The student should learn to:

* be a good listener
* follow directions
* participate
* contribute

1) Have students draw an elephant or snowman from verbal directions.
2) Build a factory from playing cards, computer cards, etc, following directions.
3) "Trust" walk: Blindfold student(s). Verbally guide through an obstacle walk. (Option: Students can take each other on the walk.) To eliminate possible discipline problem, offer a reward for the best-conducted walk.
4) Homework assignment: Interview a parent or a neighbor about their job.

CAREER EXPLORATION
Definition Sheet

C areer information - What career are you interested in?

A dvantage - What do you expect to gain from this class?

R eadiness - Be ready to learn - list ways.

E nergy - Use it - list how we can use our energy in productive ways.

E ager - I'm eager to teach. Are you eager to learn? What will you do to show me?

R each - Will you try to reach your goal? What is your goal in 6th grade?

E xplore - Are you ready to explore the possibilities of available jobs in this area?

X ylophone - Will you try to get in tune with your future in G.O.I.? Tell me how you will do this.

P erky - Will you sit up straight and pay attention?

L isten - Are you willing to listen to opinions and ideas of your peers?

O thers - We care about not only those in this class, but others everywhere.

What have you done for others and what plans do you have for helping others?

R ather - Would you prefer working alone or in groups? Tell me why you prefer groups to alone or vice-versa.

A ppreciation - I appreciate your efforts and expect cooperation from you.

List ways you can show appreciation.

T ogetherness - I want us to be a group that's working together to accomplish a goal. What is your goal for this class?

I nstant caring - I care about each one of you. How can you show me and your peers that you care?

O peness - We'll discuss various subjects. Will you feel confortable sharing your views?

N ew job trends - Will this be valuable information? What jobs are you interested in?

VOCABULARY

Study this list of words to learn the meaning. These words will help you understand the reading you are to do in the Career Information class.

1. ABILITY: things a person can do. (capacity a person has to do specific things)
2. APPRENTICE: a person who is training for a job by working with a skilled person.
3. APTITUDE: a talent for or capacity to learn something.
4. CAREER: an area of work in which a person stays for a long period of time and in which the person plans to remain.
5. EMPLOYEE: another word for worker.
6. EMPLOYER: the person someone works for.
7. EMPLOYER EXPECTATION: The behavior a boss or supervisor wants from all people who work for them.
8. FRINGE BENEFITS: Anything a person receives for the job in addition to wages and salary earned. (paid holidays, insurance, etc.)
9. GOAL: Something a person wants to achieve. Goals continually change.
10. GOODS: Products that you buy.
11. GROSS PAY: The amount of money the worker actually earns.
12. INTERESTS: Things a person likes to do.
13. JOB: Work done for pay.
14. JOB CLUSTER: A group of jobs that are alike or related in some way.
15. JOB DESCRIPTION: Lists all the tasks a worker is expected to do.
16. JOB SATISFACTION: Feeling good about your job and yourself.
17. NET PAY: Amount of money worker actually receives after deductions.
18. OCCUPATION: Another word for JOB.
19. SALARY: A specified and fixed amount of money paid each payday.
20. SERVICES: Work which helps other people satisfy their needs.
21. WAGE: Money paid by the hour.
22. WORK: Tasks done which provide either goods or services.

DAY: 3

COMPETENCIES: 004.06
.07

ACTIVITIES: Relating school to vocational preparation

1) Have individuals or groups to fill out "what's this stuff good for anyway" sheets.
2) Discuss homework from day 2.
3) Using the "flower" or "helmet" sheets, write the name of a job in the center. On stars or petals, write in the names of related school courses.
4) Tour school and relate departments to jobs.

DAY: 4

COMPETENCY: 005.06

ACTIVITIES: Group awareness/interaction

1) Refer to day 2 activities before beginning.
2) "Around the clock" mixer.
3) Average age activity.

DAY: 5

COMPETENCIES: 003.13
.16

ACTIVITIES: CECNC (Career Exploration Clubs of North Carolina)

1) Purpose
2) Membership
3) Creed
4) Officers and duties

Note: A Career Exploration club should be organized in each class (see day 17). Refer to the CECNC Advisor Handbook.

5) Homework assignment: Find out why a parent or neighbor works, using "Why People Work" questionnaire.

DAY: 6

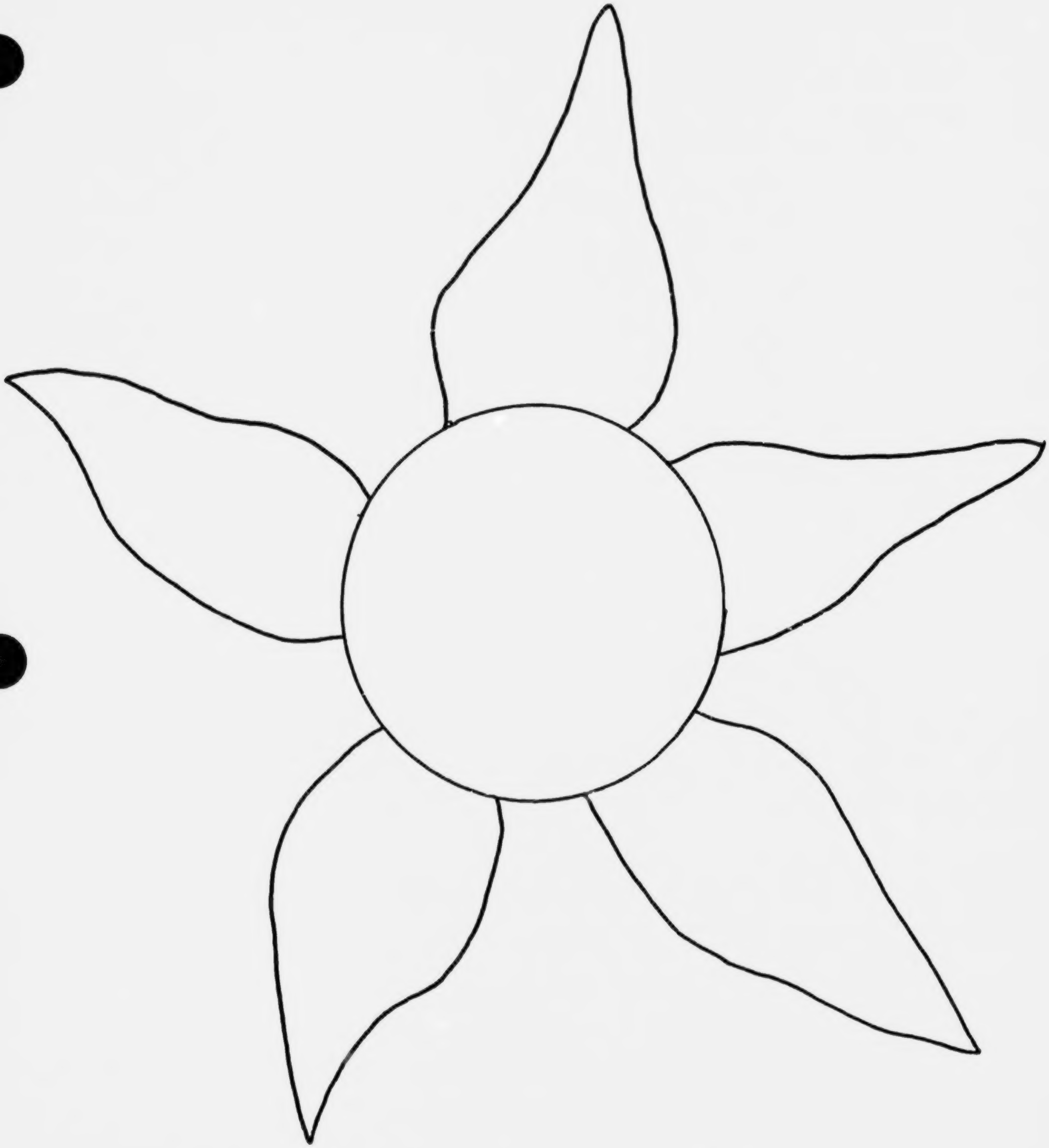
COMPETENCY: 003.01

"WHAT'S THIS STUFF GOOD FOR ANYWAY?"

SUBJECT:	USE AT HOME:	USE IN COMMUNITY:
MATH	1.	1.
	2.	2.
	3.	3.
	4.	4.
READING	1.	1.
	2.	2.
	3.	3.
	4.	4.
SPELLING	1.	1.
	2.	2.
	3.	3.
	4.	4.
LANGUAGE	1.	1.
	2.	2.
	3.	3.
	4.	4
SCIENCE	1.	1.
	2.	2.
	3.	3.
	4.	4.
SOCIAL STUDIES	1.	1.
	2.	2.
	3.	3.
	4.	4.

"WHAT'S THIS STUFF..." (PAGE 2)

COMMUNICATING WITH OTHERS	1.	1.
	2.	2.
	3.	3.
	4.	4.
HEALTH	1.	1.
	2.	2.
	3.	3.
	4.	4.
PHYSICAL EDUCATION	1.	1.
	2.	2.
	3.	3.
	4.	4
ECONOMICS	1.	1.
	2.	2.
	3.	3.
	4	4.
HAND WRITING	1.	1.
	2.	2.
	3.	3.
	4.	4
SPEAKING	1.	1.
	2.	2.
	3.	3.
	4.	4.



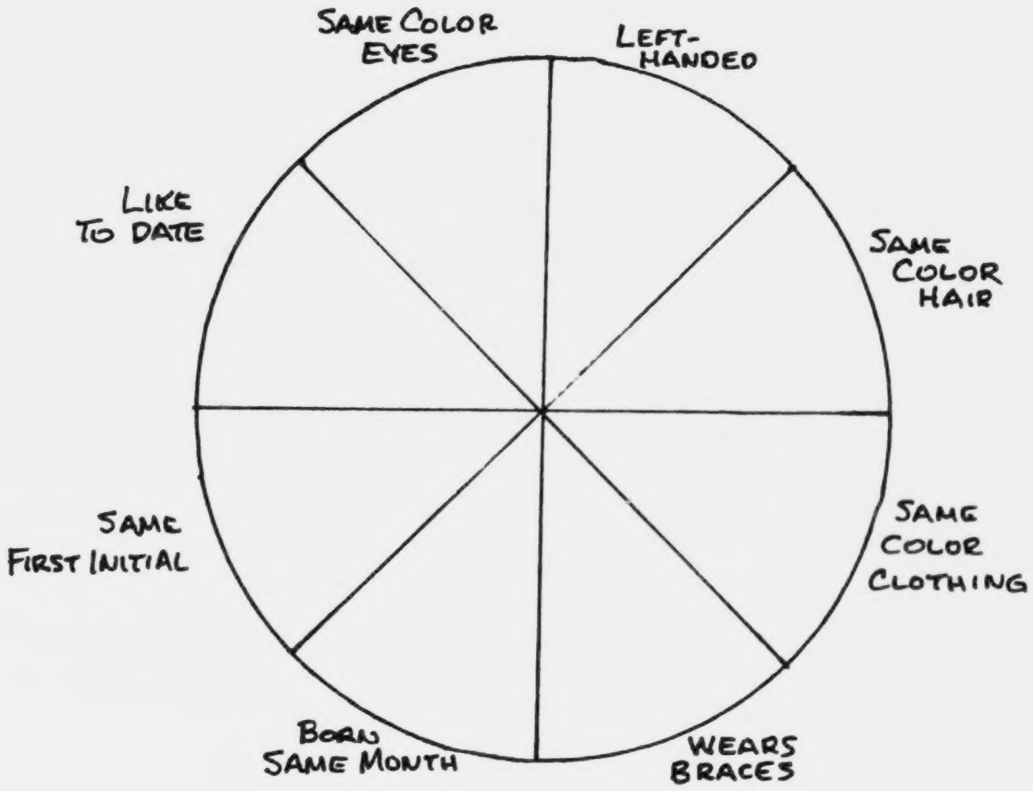
FLOWER

HELMET

NAME: ______________________________

SCHOOL: ______________________________

Around the Clock Mixer



DIRECTIONS: Divide class into groups. Give each group 1 copy of this sheet. Let group find answers on their own. Have 1 person from group put information on a large circle on black board.

AVERAGE AGE

This exercise can be used to introduce students to group-centered interaction. It is a low threat activity with a high possibility of success and yet it has all of the characteristics and procedures for helping students learn to organize themselves.

Divide the class into groups of 8-10 students each. Give the groups the following directions. By working together, each group is to calculate the "average" age in years and months of its members. Each group must work together as a group and agree on one answer to report back to the class. When groups have found the answer, they should select a member to be the class reporter.

After the groups report their answers, check them and lead the class in a discussion of the process used to solve the problem. Ask questions such as: What problems did you have in getting organized? What slowed the group down? Was a leader needed? Did anyone serve as leader? How was the leader chosen? What responsibilities did each group member have in solving this problem? How could the group solve the problem faster next time?

Conclude the questions by listing on the blackboard the conclusions the class comes to about working together on a group task.

Name: ____________________
Class: ____________________
Persons Interviewed: 1. ____
2. ____________________________

WHY PEOPLE WORK

The questionnaire is designed to aid students in learning about the many reasons why people work. Student should interview person(s) and return the form to class for tally, evaluation, and discussion.

	#1 Person			#2 Person		
ITEMS	Very Important	Important	Not Very Important	Very Important	Important	Not Very Important
1. Being in charge; being my own boss.						
2. Chance to help others.						
3. Pay.						
4. Good working conditions.						
5. Security.						
6. "Good" people to work with.						
7. Enjoy responsibility and making decisions.						
8. Opportunity to accomplish something.						
9. Chance for promotion.						
10. Stay busy, occupy time.						
11. Work along.						
12. Learn new things.						
13. To be around work.						
14. Other reasons (list)						

__ACTIVITIES__: Reasons people work: job satisfaction; money; status; self-satisfaction; etc.

1) Divide class into groups of 4-6 to summarize homework assignment on why people work (using summary sheet).
2) Each group should report its findings to the class.
3) Tear "Why People Work" questionnaire into strips, placing them in a container. Have students draw a strip and play charades with different reasons.

__DAY__: 7

__COMPETENCIES__: 005.07
003.02
.03
.04
.06

__ACTIVITIES__: Work ethics/values: Responsibilities; loyalty; dignity of work; etc.

1) Role play communications situations and have students respond verbally to questions.
2) Have students or groups of students complete to "Being an Honest Worker" worksheet. Discuss.
3) Have students fill out "Being an Honest Worker" questionnaire. Discuss.

__DAYS__: 8,9

__COMPETENCIES__: 001.08
003.07

__ACTIVITIES__: Pay for work: money; deductions; fringe benefits; work experience; hourly wages; salary; full and/or part-time employment; etc.

1) Have group discuss types of pay. Introduce hourly, part-time, piece (production), salary, commission, etc.
2) Have students use want ads to find examples of each type of pay.
3) On chalkboard, list types of pay. Have students stick ads under each category. Discuss advantages or disadvantages of each.
4) Discuss fringe benefits and deductions.
5) Role play the deductions taken from pay using paycheck game.
6) Explain the value of fringe benefits using the fringe benefits game.

WHY PEOPLE WORK

Summary Sheet

VERY IMPORTANT:

1.

2.

3.

4.

5.

6.

7.

8.

9.

IMPORTANT:

1.

2.

3.

4.

5.

6.

7.

8.

9.

NOT IMPORTANT:

Communication I

Tim is a short order cook in a store cafeteria. The manager comes in looking very upset. In a loud voice the manager tells Tim. "Something has to be done! The customers keep complaining about the high prices of food. Soon they'll stop buying at the cafeteria. You'd better go help that customer, Tim!"

a. Why do you think the manager acted the way he did?

b. How does the incident make you feel?

c. What did the manager do or say that made you feel this way?

Communication 2

Fred was called into his boss' office. Without asking Fred to sit, the supervisor began, "Do you plan to continue working here? If so, you and I need to have a little talk!"

a. What do you think caused Fred's boss to say those things?

b. How does the incident make you feel?

c. What did the supervisor say or do that made you feel this way?

Communication 3

A customer hurried into the fabric shop and asked for some blue fabric. Dirk, a salesperson, asked the customer what type of fabric she would like. "Oh, I don't know," answered the customer. "What are you planning to make from the fabric?" Dirk then asked. "It doesn't matter, just give me some inexpensive blue fabric," the customer answered.

a. Why do you suppose the customer acted like this?

b. How does the incident make you feel?

c. What did the customer say to make you feel this way?

Communication 4

Karen became increasingly impatient as she showed a customer every car on the used car lot. With a sigh Karen said, "Exactly what are you looking for? There are many people waiting to be helped!"

a. Why do you think Karen acted the way she did?

b. How does the incident make you feel?

c. What did Karen say or do that made you feel this way?

DIRECTIONS TO TEACHERS: Students should be encouraged to rate themselves honestly. There are no right or wrong answers. Assist each student in developing plans to improve communication skills during the course of the program.

INSTRUCTIONS TO STUDENTS: The checklist on the following page will help you evaluate your current behavior in communicating with others.

(1) Read each statement carefully.
(2) Decide whether this is like you: A - always, B. - sometimes, C - never.
(3) Place a check mark ( ) in the column which best describes you now!

The first time you complete the checklist, make in the column for PRE. Later you will complete the POST section.

BEING AN HONEST WORKER WORKSHEET

An employer wants a worker who is honest. The worker should be a help to the business even when the employer is not there. Dishonest workers cost businesses much money. It only takes a few times of being dishonest until a worker cannot be trusted. Let's look at his next lesson. Decide if the worker was honest or dishonest.

DIRECTIONS: Some statements show dishonest actions of workers. Add words or cross out words to make all statements tell about honest workers.

1. Martha always gets to her desk at least 5 minutes before she is to begin working.
2. Paul uses supplies from his office to send out notices to his bowling team members.
3. There is $3.50 more in the cash register than there should be. Marva takes it so the records will be right.
4. John cooks six shrimp, serves five, and eats one.
5. Mabel goes to the coffee shop for her coffee break; she always tries to get back 1 or 2 minutes early.
6. Since Marie cannot possibly get to work on time, Paula punches the time clock for her.
7. Lee is afraid to tell his boss that he broke an expensive tool, so he tells the boss that he thinks Bob broke it.
8. Harry calls his girl long distance every Wednesday evening before he leaves the office.
9. Heather returns a pencil she picked up by mistake.
10. Jim puts 10 gallons of gasoline in his girlfriend's car but only charges her for 6 gallons. Everyone knows gasoline will evaporate if it is not used.
11. Ralph calls in sick because he wants to work on his car.
12. Lisa works every hard even when the supervisor is not in sight.
13. Paula does her homework after the children she is babysitting go to bed.
14. April has already taken the course that Marlene is taking now, so April rewrites several of her themes. Marlene is failing the course and will never make it without April's help.
15. Bob uses time at work to do his homework when no one is around.

BEING AN HONEST WORKER QUESTIONNAIRE

DIRECTIONS: Look at each situation below and decide what would do. More than one answer may come to mir the best thing to do and write your answer in t

1. You were paid for more hours than you worked.

2. Your father wants you to bring some paper home from the office for him.

3. You work in a candy shop. Your girlfriend asks you to give her lots of candy for her money.

4. The other teenagers at work always take Cokes without paying, but it's against the store rules.

5. The boss's son wants you to tell his mother a lie for him.

6. Tom took a tool home with him and forgot to bring it back. But the boss remembers you had it last.

7. You broke several pieces of good china. All the other workers will get a lecture if you tell.

8. Workers usually do not get time off during the spring festival week. You want to go with your family on their vacation that weekend.

9. The cash register is short $10 at the end of the day. You think you might have given someone change for a $20 bill when it may have been a $10.

10. The boss says she has heard that you are telling people that the store has terrible food. You did say this, and it is true, but you did not think it would get back to the boss.

PAYROLL DEDUCTIONS ACTIVITY

1. Construct a large (approximately 12"X36") payroll check made out in an amount to simulate one week's gross pay.
2. On the rear of the check, draw off proportionate sections of the total check to represent:
   - A. Social security
   - B. Federal tax
   - C. State tax
   - D. Retirement
   - E. Medical insurance
   - F. Miscellaneous deductions
3. Pay one student the check. Have him/her stand before the class and hold the check up.
4. Have a different student represent each of the deductions above and come forward, in turn, and cut off their respective deduction.
5. Discuss the remaining "clear" salary.

FRINGE BENEFIT ACTIVITY

1. Place a large paper "money bag" on the board. Have the student above tape the remainder of the payroll check "inside" the bag.
2. Have several students represent fringe benefits, such as hospitalization, sick leave, paid holidays, paid vacation, etc. Each fringe benefit (student) will go to the board and tape a representative value of pay inside the bag.
3. Discuss why the bag has more "money" inside than just the "clear" salary.

DAY: 10

ACTIVITIES: Wrap-up of units I and II; review; evaluation.

DAY: 11

COMPETENCY: 004.04

ACTIVITIES: Resource day: Field trip; special projects; career movie; resource speaker; etc.

1) Homework assignment: Interview a parent or neighbor and fill in information on "factory job information sheet".

DAYS: 12-14

ACTIVITIES: Introduction to world of work: Jobs of family members; community job opportunities; etc.

1) Using a community map at board, have students locate family member's place of work.
2) Have students tell class about the jobs.
3) Using chamber of commerce directory, locate major area jobs on community map.
4) Play job bingo.
5 Invite speakers to discuss community jobs.

   a. Employment Security Commission
   b. Chamber of Commerce
   c. Parent
   d. Military personnel
   e. others

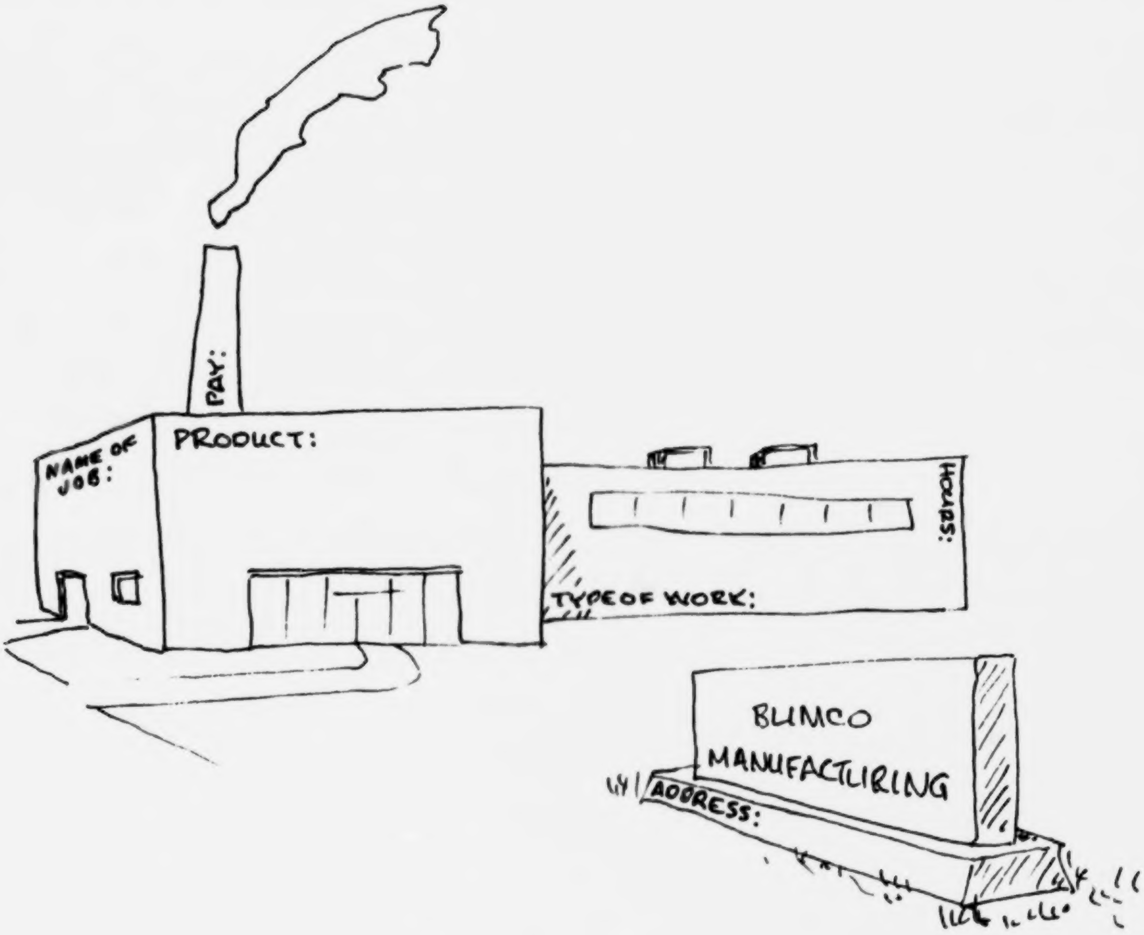
DAYS: 15,16

COMPETENCIES: 003.04
.05
.08

ACTIVITIES: Global trends: Jobs of the future; the nature of changing technology; employment trends; etc.

1) Introduce using "word search"
2) Divide class into teams of 2 or 3 students each.

" JOB INFORMATION SHEET "



JOB BINGO

5 Major Industries

		FREE SPACE		

Facts about each industry

1. Place the names of five major industries in the community at the top of the columns.
2. From the list of industry characteristics identified in the factory job information activity, have students select five of their choice to place in the vertical columns under each industry.
3. From a "pot" of industry/characteristics strips, draw and read strips until someone "wins".
4. Game may be repeated any number of times.

New technologies means new jobs. Listed below are 19 occupations that did not exist until recently. Can you find them in the word search? Look across, up and down, and diagonally, backward and forward.

C	Q	W	E	R	T	Y	C	V	M	X	I	I	C	O	M	P	U	T	I	R	O	R	A	B	X	L	V	C	R	S
I	F	A	U	T	L	A	S	E	R	B	E	A	M	T	R	I	M	O	P	E	R	A	T	O	R	F	I	R	S	S
S	R	Y	L	O	U	D	O	C	N	T	S	U	C	C	E	E	E	P	T	D	R	D	Y	T	R	Y	N	A	G	A
S	O	F	T	W	A	R	E	T	E	C	H	N	I	C	I	A	N	H	I	N	A	I	S	T	I	T	U	C	H	U
N	S	L	R	M	E	S	A	O	V	E	S	N	I	N	T	C	L	L	C	E	H	O	E	A	R	N	C	O	T	L
L	S	C	A	H	E	W	O	R	K	D	E	V	E	L	O	P	M	E	N	T	S	P	E	C	I	A	L	I	S	T
A	E	A	S	R	T	I	S	C	T	H	E	Q	U	E	X	E	I	B	N	E	I	H	F	U	T	F	E	I	I	A
E	C	O	O	U	E	D	O	O	N	T	S	U	C	C	I	R	T	O	I	N	O	A	C	P	R	R	A	I	L	R
I	O	M	N	I	N	N	O	N	V	A	T	I	O	N	C	F	O	T	A	I	N	R	C	R	R	R	R	I	A	O
R	R	M	I	R	O	M	E	T	A	N	I	N	N	O	O	U	T	O	O	H	N	M	S	E	A	R	D	F	I	S
E	P	R	C	L	D	M	A	R	G	A	Z	I	N	E	L	S	E	M	G	C	I	A	N	S	E	R	E	N	C	N
Z	M	E	T	J	A	C	K	O	G	B	E	N	I	M	O	I	T	I	N	A	A	C	F	S	O	U	C	J	E	I
I	L	E	E	Q	U	I	L	L	T	Y	M	O	R	E	G	O	T	S	M	M	O	I	R	U	P	O	O	W	P	C
T	I	T	S	I	R	E	S	A	L	T	S	H	E	M	I	N	E	T	O	Y	W	S	E	R	T	O	N	T	S	S
E	F	O	T	P	L	E	C	S	L	E	R	Y	E	S	S	I	R	Y	Y	L	O	T	U	I	O	O	T	C	N	T
L	O	R	E	I	T	E	Y	S	O	U	T	O	S	O	T	S	N	W	R	B	I	T	E	S	C	C	A	P	O	T
L	R	N	R	S	L	I	S	I	T	E	D	I	N	T	T	T	E	D	O	M	T	H	E	T	O	T	M	F	I	E
A	C	C	P	U	R	E	S	S	U	I	R	S	T	P	E	L	E	M	E	E	N	T	A	N	D	C	I	U	T	E
P	I	U	L	U	M	A	N	T	I	N	N	O	V	A	T	M	I	O	N	S	A	E	I	O	U	C	N	A	C	R
E	M	W	O	R	L	L	D	A	B	T	S	L	M	N	A	T	S	A	B	S	R	S	T	U	N	A	A	O	U	S
R	R	E	K	A	M	W	O	N	S	L	S	D	O	T	C	U	R	D	R	A	I	C	U	L	U	M	T	I	D	O
O	V	A	T	C	A	R	E	T	E	R	S	C	U	R	R	A	B	C	E	O	P	R	L	M	N	S	I	P	E	N
O	P	T	I	C	A	L	E	F	F	E	C	T	S	C	A	M	E	R	A	S	O	P	E	R	A	T	O	R	R	E
N	O	N	I	N	R	A	D	I	A	T	O	N	L	A	S	R	B	M	O	P	I	N	U	C	L	E	N	A	T	C
O	U	L	T	R	A	A	S	O	N	S	I	K	V	E	K	T	K	E	Y	M	O	G	D	A	R	T	S	T	H	C
																						S	N	O	R	T	P	H	G	I
																						L	B	E	D	O	E	C	I	N
																						S	O	L	R	A	C	A	E	S
																						O	W	D	S	E	I	R	W	H
																						R	C	U	R	R	A	I	C	U
																						S	L	U	M	I	L	N	N	O
																						O	V	A	T	I	I	O	N	S
																						L	A	S	I	S	S	T	C	A
																						A	R	E	N	T	T	H	E	N

NEW JOBS WORD SEARCH

LASER-BEAM TRIM OPERATOR
NUCLEAR-DECONTAMINATION SPECIALIST
OPTICAL EFFECTS CAMERAS OPERATOR
SOFTWARE TECHNICIAN
ASSEMBLY-MACHINE TENDER
SOLAR-ENERGY SYSTEMS DESIGNER
ULTRASONIC TESTER
LASERIST
RADIOPHARMACIST
WORK DEVELOPMENT SPECIALIST
VECTOR CONTROL ASSISTANT
WEIGHT REDUCTION SPECIALIST
MICROFILM PROCESSOR
PHLEBOTOMIST
PALLETIZER
ACUPRESSURIST
PERFUSIONIST
SNOWMAKER
TOXICOLOGIST

Teams will study the following trends and design a skit to present to the class during day 16:

a. Future trends for service careers
b. Future trends for training and education
c. Future technical careers
d. Future employment trends for college graduates
e. Computerization trends, effects
f. Future trends in industrial employment
g. Future trends in agri-business
h. Future trends for business occupations

3) Videotape skits for playback on review day.

DAY: 17

COMPETENCIES: 003.13
.14
.15
.16

ACTIVITIES: CECNC: Election of officers; parliamentary procedure; etc.

DAYS: 18,19

COMPETENCIES: 001.01
.03
.09

ACTIVITIES: Personality traits: helpful; not helpful

1) Introduce personality traits and relate to their getting and keeping jobs.
2) Play personality charades. Divide close into two teams. Draw a personality trait from container and act it out in one minute each. Let other team guess trait.
3) Place trait on chalk/flanned/bulletin board under "helpful" column or "not helpful" column and briefly discuss.
4) Role play through skits both positive and negative personality traits.
5) Divide class into groups and assign a trait to each group for them to apply to a job setting.
6) Play word scramble game.
7) Play scavenger game.
8) Find in newspapers/magazines a picture of a worker demonstrating a personality trait.

PROJECT SHEET

GROUP MEMBERS:

1.
2.
3.
4.
5.
6.

1. Unit selected by group

   ____

2. Activity to be topic of skit

   ____

3. Brief description of skit

   ____

   ____

   ____

4. Materials to be used in activity

   _________________________ _____________________________

   _________________________ _____________________________

   _________________________ _____________________________

5. Careers/Occupations associated with activity

   ____

   ____

   ____

WORD SCRAMBLE GAME

Directions: Unscramble these words:

1. SSSUUOTCIANE ________________________________
2. SEEEERRPAVNC ________________________________
3. UNRLURCESEEFOSS ____________________________
4. TNNEESSA ___________________________________
5. BYTIXILEFIL ________________________________
6. UITRCSIYO __________________________________
7. ENPTIEAC ___________________________________
8. ENLGIIONTAYC _______________________________
9. TSSSSIIUUODNRNE ____________________________

SCAVENGER HUNT

____________________ 1. Being able to change/adjust to new situations

____________________ 2. Being able to make friends easily

____________________ 3. Careful

____________________ 4. Keep on trying

____________________ 5. Wanting to know

____________________ 6. Helping others

____________________ 7. Being true to a friend

____________________ 8. Waiting

____________________ 9. Being able to find an answer

____________________10. To depend on someone

____________________11. Hard working

____________________12. Happy

____________________13. Clean, well-groomed

____________________14. Being able to guide others

____________________15. Being able to laugh at yourself

____________________16. Polite

WORDS TO USE

1. Courtesy
2. Neatness
3. Patience
4. Sense of humor
5. cooperativeness
6. Curiosity
7. Cautiousness
8. Loyalty
9. Cheerfulness
10. Flexibility
11. Leadership
12. Resourcefulness
13. Industriousness
14. Perseverance
15. Reliability
16. Congeniality

ANSWER KEYS

SCAVENGER HUNT:

1. Flexibility
2. Congeniality
3. Cautiousness
4. Perseverance
5. Curiosity
6. Cooperativeness
7. Loyalty
8. Patience
9. Resourcefulness
10. Reliability
11. Industriousness
12. Cheerfulness
13. Neatness
14. Leadership
15. Sense of humor
16. Courtesy

UNSCRAMBLE:

1. Cautiousness
2. Perseverance
3. Resourcefulness
4. Neatness
5. Flexibility
6. Curiosity
7. Patience
8. Congeniality
9. Industriousness

DAYS: 20,21

COMPETENCIES: 001.01
.04
.05
.06
.07
.08
.09

ACTIVITIES: Self-concept/self-esteem: The person's picture of self; the person as seen by others.

A. Self-esteem

1) Have students list the letters in their names in a vertical row.
2) For each letter, have students write a positive trait.
3) Have students share with group some of the traits they have listed.

B. Have students fill out "on the way to discribing yourself".

C. Have students make a collage of themselves on the "mirror" sheet.

D. Self-esteem

1) Have students wear name tags.
2) Have students complete the "scavenger hunt" worksheet according to directions.

E. Have a guest speaker on self-concepts/self-esteem (eg. school counselor)

DAYS: 22,23

ACTIVITIES: Resouce days: motivational activities to introduce hands-on experiences to come; field trips; film; outside speaker; etc.

1) Tour lab areas
2) Field trip
3) Student speaker from high school program
4) Outside speaker

DAYS: 24-26

COMPETENCIES: 001.02
.07
.09

On The Way To Describing Yourself

1. Fill in as many words as you can think of to describe yourself:

I think I am ______________________________

____

____

______________________________ etc.

Other people seem to think I am ______________

____

____

______________________________ etc.

If other people choose different words to describe you, take a second look at yourself. Could it be that you are underestimating yourself? Is there an important quality that you are unaware of?

2. Check each sentence ending that applies to you.

At the end of the day I like to feel that:

_____ I've solved a problem

_____ I've learned something

_____ I've helped somebody

_____ I've created something

_____ I've made other people interested and involved

_____ I've stretched my mind

_____ I've stretched my body

_____ I've made someone happy

_____ I've had some excitement

Finish the statement in as many other ways as come to your mind.

_____ I've ______________________________

____

I've ______________________________

____

_____ I've ______________________________

____

Go back and place a second check next to the choices that are the most important to you.

3. Check the phrases that apply to you.

It's easy for me to:		I like to:
_____	untangle messes	___
_____	come up with ideas	___
_____	carry out other people's ideas	___
_____	get others to patch up their quarrels	___
_____	handle one thing at a time	___
_____	juggle several jobs at once	___
_____	help others to clarify their statements	___
_____	help others communicate with one another	___
_____	remember lots of details	___

Finish the sentences in as many other ways as you like.

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

_____ ______________________________ ___

Go back and place another check next to the statements that you feel are the **most accurate statements** about yourself.

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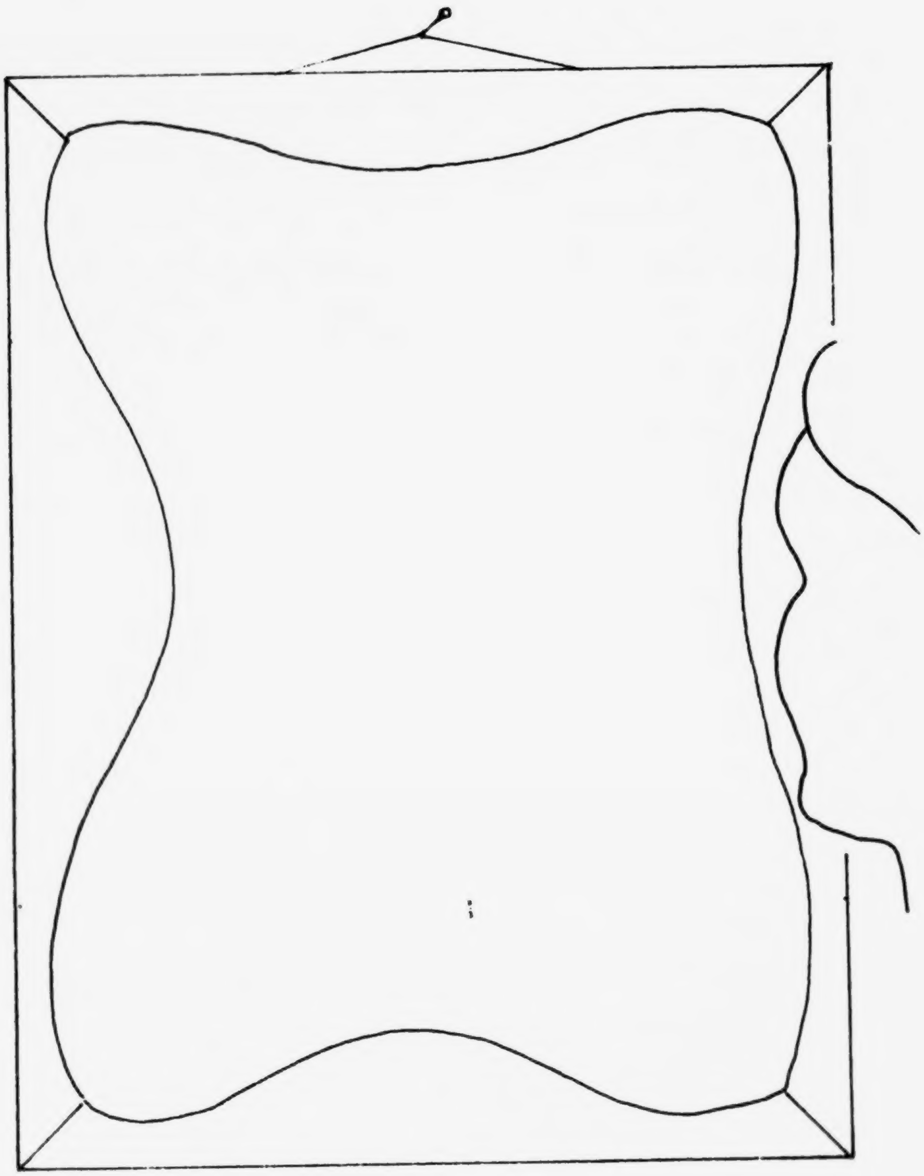
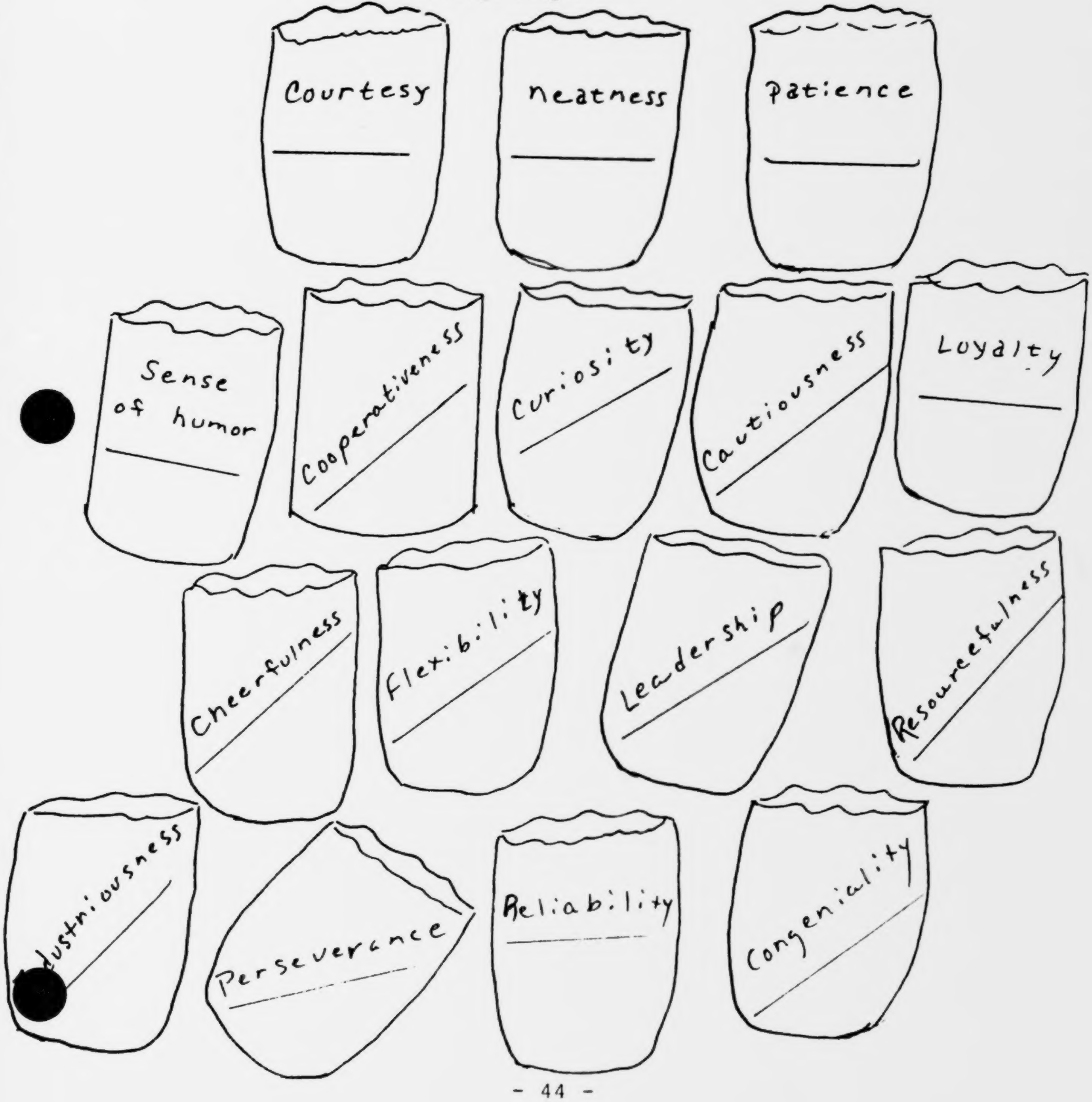


MIRROR COLLAGE ACTIVITY

SCAVENGER HUNT
Worksheet

Directions: Fill the badges below by finding a classmate who possesses the personal characteristic written on the bag. Consider the badge filled when you have written someone's name on the blank line. (NOTE: You may be asked to state why you chose a name.) Cut out the badges. Your teacher will give you time to exchange badges.



ACTIVITIES: Self-assessment: Interests; aptitudes; abilities; physical characteristics; etc.

1) Have students complete interest inventories, such as CASE, PIES, or of your own design. (Your guidance and exceptional children personnel should be able to provide helpful information or sample inventories for this activity.) Then discuss in general terms with students.
2) Abilities: During the completion of interest inventories, conduct individual interviews with students to identify activities they do best.
3) Use and discuss the inventories which follow.

DAYS: 27-31

COMPETENCIES: 004.01
.02
.04

ACTIVITIES: Introduction to career groupings: Worker trait groups; 15 cluster areas; lab groupings; etc.

A. Introduce 15 clusters

1) Using a flannel board, select a theme for your presentation (eg. "lasso" the 15 clusters; raisins; smurfs; etc.) put cluster title on board and put up job example in each.
2) Use function clusters information sheet to generate class discussion.
3) Have students complete funtion clusters seek and find puzzle.
4) Have students complete cluster functions activity. Discuss.

B. Worker trait groupings

1) Share "Career Interest Areas with Worker Trait Groups" with students. Discuss. Also use "Career Interest Areas" sheet.
2) Have students complete "Career Interest (trait)" word search.
3) Have students or groups complete "Find the Hidden Clue" sheets. Discuss.
4) Discuss "Relationship of 12 Interest Areas to 15 Career Clusters" sheet.

C. Lab groupings

1) Introduce four lab areas
2) Identify clusters and worker trait groups which fall under each lab area.
3) Have students or groups complete "Interrelationships Among Lab Areas, 15 Clusters, and 12 Interest Areas" worksheets. Discuss. Role play.

SELF-RATING CHART

Read carefully the statements below, compare yourself with the standards given and place in each square the number that describes you best.

1. Usually **2. Sometimes** **3. Seldom**

Responsibility

___Am I on time to class and with my work?

___Do I behave myself in classroom during teachers' absence?

___Do I bring my materials to class everyday?

___Must I be spoken to individually because I have not listened to class directions?

___Was I willing to accept a class office?

___Do I take part in class discussions?

Inquiring Mind

___Do I read the directions before asking questions?

___Do I do more work than is required?

___Do I use the library regularly?

___Do I bring things related to the classwork to class?

Social Concern

___Do I think of how my actions and speech will affect others before I act or speak?

___Do I keep order in my selection of the room by behaving myself?

___Am I courteous to my fellow students and the teacher?

___Do I show an active interest in every class activity?

Work Habits

___Do I do only my own work, without talking?

___Am I ready to start working as soon as I enter the room?

___Do I listen and follow directions?

___Do I work until the job is finished?

AGREE OR DISAGREE

Agree	Disagree	
____	____	1. "Beauty is only skin deep."
____	____	2. Personal appearance helps determine your personality.
____	____	3. What you do in your leisure time helps shape your personality.
____	____	4. "First impressions are usually correct."
____	____	5. Speech is the vocal interpretation of personality.
____	____	6. Even the way you walk shows a part of your personality.
____	____	7. Personality is reflected in your manner of dress.
____	____	8. "Personality will get you everywhere."
____	____	9. "To have a friend is to be one."
____	____	10. Gossip is the cause of many personality problems.

Have class discuss or defend the position they have taken.

PERSONALITY CHECK LIST

	Never	Sometimes	Usually	Always
1. I control my temper.				
2. I study hard.				
3. I am friendly with others.				
4. I stand up for what I think is right.				
5. I talk about others.				
6. I do things quickly.				
7. I make friends easily.				
8. I force my opinions on others.				
9. I am good at sports.				
10. I can take orders.				
11. I make excuses for my mistakes				
12. I accept responsibility				
13. I make good grades.				
14. I am a "good sport".				
15. I read a lot.				
16. I complete things I start to do.				
17. I get discouraged easily.				
18. My feelings are hurt easily.				
19. I like to do new things.				
20. I laugh at my own mistakes.				

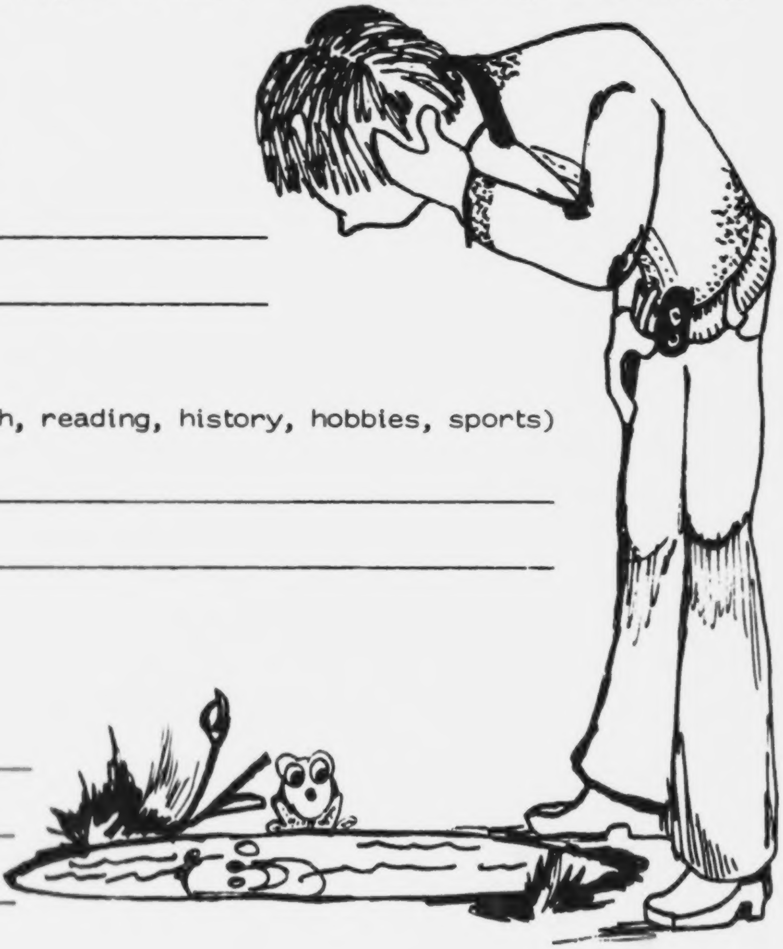
ABILITIES

Abilities are natural or acquired skills, talents or qualities that enable you to accomplish things.

BELOW AVG.	AVG.	ABOVE AVG.			
			1.	Numerical Ability	Can work with numbers easily, either on paper or in one's head
			2.	Mechanical Ability	Can work well with tools and machines.
			3.	Musical Ability	Can tell the difference in pitch accurately; can tell tone quality, has a sense of rhythm; shows this in being able to sing, play an instrument or do some other musical talent.
			4.	Mental Alertness	Can understand or think quickly to make good decisions.
			5.	Common Sense	Thinks before one does something; uses good judgement.
			6.	Verbal Ability	Can speak and write well.
			7.	Cleverness	Can find new ways to do things.
			8.	Memory	Can retain or remember thoughts and ideas.
			9.	Creative Ability	Can think up new ideas or put ideas one has learned together to get things done.
			10.	Reasoning Ability	Can solve a practical problem by following a logical thinking process, such as defining the problem, analyzing the facts, and drawing conclusions.
			11.	Artistic Ability	Can show one's ideas, feelings or experiences through some form of art.

WHAT I'M NOT

Describe yourself by writing what you are NOT. For example, if you have blond hair you might write: "I do not have brown, black or red hair." Exchange your "I Am Not..." descriptions with your friends. See if you can figure out who is not described.



PHYSICAL DESCRIPTION
(Eyes, hair, height, weight)

I am NOT ______________________________

____

SKILL DESCRIPTION
(School subjects such as math, reading, history, hobbies, sports)

I can NOT ____

____

INTEREST DESCRIPTION
(Books, favorite subject)

I do NOT like to ____________

____

____

FUTURE DESCRIPTION
(Careers, leisure time, family, community, etc.)

I do NOT want to be ____

____

____

FRINGE BENEFITS

Describe yourself by writing what you ARE. Include your physical description, skills description, interest description and future description.

YOUR INTERESTS

Check (✓) the items you have done during the past year on your own.

____ 1. Collected rocks, butterflies, match books, etc.
____ 2. Spent time with other people.
____ 3. Made some kind of art project.
____ 4. Wrote a poem.
____ 5. Spent time doing something alone because you wanted to.
____ 6. Drew a map.
____ 7. Experimented with a cooking project.
____ 8. Made a toy or game.
____ 9. Never stayed in the same place very long if you didn't have to.
____ 10. Painted a poster or picture.
____ 11. Spent time thinking about your life.
____ 12. Wrote a letter.
____ 13. PLay-acted.
____ 14. Spent time outdoors.
____ 15. Photographed something.
____ 16. Went on a trip.
____ 17. Worked with numbers of some kind for fun.
____ 18. Solved a problem for someone else.
____ 19. Made an effort to make someone else happy.
____ 20. Used a chemistry set.
____ 21. Wrote a song.
____ 22. Did some kind of needle work.
____ 23. Babysat.
____ 24. Took care of a pet.
____ 25. Washed a car.
____ 26. Attended a science fair.
____ 27. Drew cartoons.
____ 28. Did something you wanted to do, even though your parents said no.

This is the clustering system used for the 15 United States Department of Education Clusters. It is the system which is used to group occupations for the Occupational Exploration (Prevocational) laboratories.

Function cluster means grouping occupations according to the special purpose or primary function of the work which is performed. For example, the HEALTH cluster includes all jobs related to the prevention, diagnosis and treatment of illnesses.

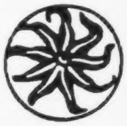
Each cluster in the system includes various skill levels, from the entry level through the skilled, technical and professional levels. It also includes jobs which require varying degrees of training, education and responsibility on the job.

The titles of the clusters and a symbol which represents each one are shown below.

AGRI-BUSINESS

ENVIRONMENTAL &
NATL. RES.

MARINE
SCIENCE



BUSINESS &
OFFICE

FINE ARTS &
HUMANITIES

MARKETING &
DISTRIBUTION

COMMUNICATION
& MEDIA

HEALTH

PERSONAL
SERVICES

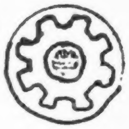
CONSTRUCTION

HOSPITALITY/
RECREATION

PUBLIC
SERVICES

CONSUMER/
HOMEMAKING

MANUFACTURING



TRANSPORTATION

FUNCTION CLUSTERS SEEK AND FIND PUZZLE

```
E N V I R O N M E N T A L C O N T R O L A H
B P E R S O N A L S E R V I C E O C E P G O
M U A S D F G H J K U I E I N G S O N E R S
A B S C D E F G J K E I U Y N F E N V U I P
R L F I N E A R T S T E R I R Y P S I B B I
K I N G N A N C Y K I N R I F L E T R O U T
E C L U E E N G L I S U N C L E R R O R S A
T S Y T R O S S I T T F G H J K H U M E I L
I E A R E N U S K C Y T K N D G J C E Y N I
N R U Y T N H E A L T H P L D E C T N E E T
G V M N H J K F U N O I L O N O M I T A S Y
A I H E N R U Y N A D I D S I S I O A U S T
N C M A I N C A I L I O U I C E R N L P O C
D E T C A I C E W Z O P F U I C A I C L C A
D S A M A D F L K J U U W F W E C E O I D E
I D F U C U Y B A K E V U E K N A B N Y I Y
S C O N S U M E R A N D H O M E M A K I N G
M A R I N E S C I E N C E U C A R E E R S I
M A N U F A C T U R I N G S C L U S T E R S
N O I T A T R A N S P O R T A T I O N Y I E
C O M M U N I C A T I O N A N D M E D I A O
```

1. AGRI-BUSINESS
2. ENVIROMENTAL CONTROL
3. MARINE SCIENCE
4. BUSINESS AND OFF.
5. COMMUNICATION AND MEDIA
6. MARKETING AND DIS
7. TRANSPORATION
8. CONSTRUCTION
9. FINE ARTS
10. PERSONAL SERVICE
11. CONSUMER AND HOMEMAKING
12. HOSPITALITY
13. HEALTH
14. PUBLIC SERVICE
15. MANUFACTURING

CLUSTER FUNCTIONS

THIS ACTIVITY IS A WAY TO HELP YOU RECOGNIZE THE PURPOSE OF WORK DONE IN EACH OF THE FUNCTION CLUSTERS.

DIRECTIONS: Use the list of the 15 clusters on the "Function Clusters Seek and Find Puzzle". Write the number beside the cluster for your answer.

____1. PROTECTION AND WISE USE OF AIR, FORESTS, WATER, SOIL AND ANIMAL LIFE.

____2. PLAN, BUILD OR MAINTAIN STRUCTURES.

____3. MEETING NEEDS OF PERSONS ENGAGED IN LEISURE-TIME PURSUITS.

____4. TRASMITTING OF MESSAGES BETWEEN INDIVIDUALS SEPARATED BY TIME AND/OR SPACE.

____5. DESIGN, OPERATE AND MAINTAIN SYSTEMS AND EQUIPMENT FOR MOVING PEOPLE AND FREIGHT.

____6. IMPROVEMENT AND CARE OF INDIVIDUALS - THEIR PERSONAL POSSESSIONS, THEIR PHYSICAL POSSESSIONS, PHYSICAL APPEARANCE AND GENERAL COMFORT.

____7. DEVELOPING, PROMOTING, TRANSMITTING AND PRESERVING SOCIAL, MORAL AND AESTHETIC VALUES OF A CULTURE.

____8. PREVENTION, DIAGNOSIS, TREATMENT AND REHABILITATION - PEOPLE/ANIMALS.

____9. IMPROVEMENT OF FAMILY AND COMMUNITY LIFE.

____10. IMVOLVED IN PROCESSING MATERIALS AND PRODUCING GOODS.

____11. WORKERS GROW, PROCESS AND DISTRIBUTE PRODUCTS THAT WE USE FOR FOOD, CLOTHING AND SHELTER.

____12. WORKERS STUDY DEVELOP, CULTIVATE OR HARVEST MARINE LIFE AND OTHER OCEAN RESOURCES.

____13. WORKERS MANAGE AND OPERATE TAX-SUPPORTED AND NON-PROFIT AGENCIES.

____14. PROMOTE THE BUYING AND SELLING OF GOODS AND SERVICES.

____15. WORKERS ARE RESPONSIBLE FOR GENERATING, CLASSIFYING, RECORDING, EVALUATING AND/OR COMMUNICATING THE INFORMATION THAT MUST BE PROCESSED IN ANY BUSINESS.

CAREER INTEREST AREAS WITH WORKER TRAIT GROUPS

Career Area: 01. ARTISTIC

01.01 Literary Arts
01.02 Visual Arts
01.03 Performing Arts: Drama
01.04 Performing Arts: Music
01.05 Performing Arts: Dance
01.06 Technical Arts
01.07 Amusement
01.08 Modeling

Career Area: 02. SCIENTIFIC

02.01 Physical Sciences
02.02 Life Sciences
02.03 Medical Sciences
02.04 Laboratory Technology

Career Area: 03. NATURE

03.01 Managerial Work: Nature
03.02 General Supervision
03.03 Animal Training Care
03.04 Elemental Work: Nature

Career Area: 04. AUTHORITY

04.01 Safety & Law Enforcement
04.02 Security Services

Career Area: 05. MECHANICAL

05.01 Engineering
05.02 Managerial Work: Mechanical
05.03 Engineering Technology
05.04 Air & Water Vehicle Operation
05.05 Craft Technology
05.06 Systems Operation
05.07 Quality Control
05.08 Land Vehicle Operation
05.09 Materials Control
05.10 Skilled Hand & Machine Work
05.11 Equipment Operation
05.12 Elemental Work: Mechanical

Career Area: 06. INDUSTRIAL

06.01 Production Technology
06.02 Production Work
06.03 Production Control
06.04 Elemental work: Industrial

Career Area: 07. BUSINESS DETAIL

07.01 Administrative Detail
07.02 Mathematical Detail
07.03 Financial Detail
07.04 Information Processing: Speaking
07.05 Information Processing: Records
07.06 Clerical Machine Operation
07.07 Clerical Handling

Career Area: 08. PERSUASIVE

08.01 Sales Technology
08.02 General Sales
08.03 Vending

Career Area: 09. ACCOMMODATING

09.01 Hospitality Services
09.02 Barbering & Beauty Services
09.03 Passenger Services
09.04 Customer Services
09.05 Attendant Services

Career Area: 10. HUMANITARIAN

10.01 Social Services
10.02 Nursing & Therapy Services
10.03 Child & Adult Care

Career Area: 11. SOCIAL/BUSINESS

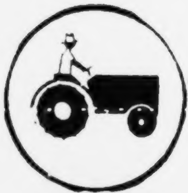
11.01 Mathematics & Statistics
11.02 Educational & Library Services
11.03 Social Research
11.04 Law
11.05 Business Administration
11.06 Finance
11.07 Services Administration
11.08 Communications
11.09 Promotion
11.10 Regulations Enforcement
11.11 Business Management
11.12 Contracts & Claims

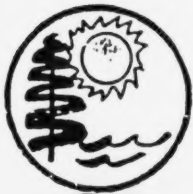
Career Area: 12. PHYSICAL PERFORMING

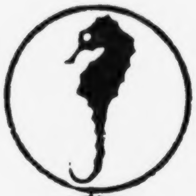
12.01 Sports
12.02 Physical Feats

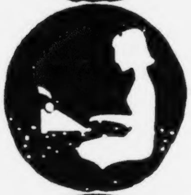
USOE CLUSTERS

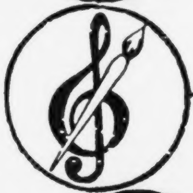
IDENTIFY THE SYMBOLS FOR THE 15 USOE OCCUPATIONAL CLUSTERS.

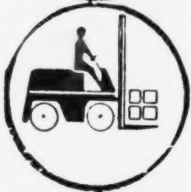


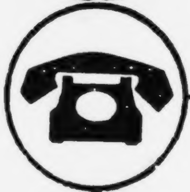


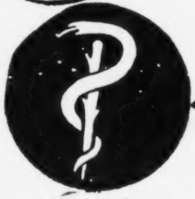


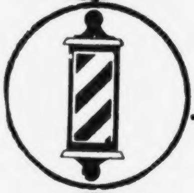


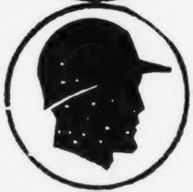


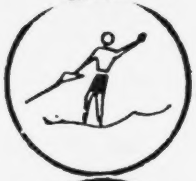


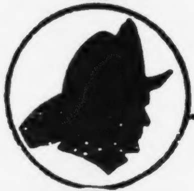


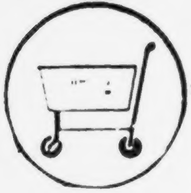


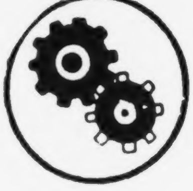


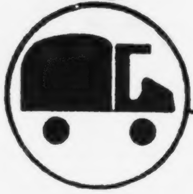












CAREER INTEREST

```
I B N Q E H J C L T D Q P B F F K L A S C I E N T I F I C Y
O W O B W C G W L S Z N A U Y A O N G V X G R D S W V L A Q
O O N F E N V T D Y A R A I P I U L H L W P P C R K N E C H
H C Z Y I M S V N I L R F H P S A E N M O K Q U K A G U C P
Q N U S T P V F R C U S X Q N M O Z F C F T M U P Q M I O H
S D R W E Y D A A P F Z H R I V D D M A J A E C P W W A M Y
Q U G S Q C T I R U P V W N B U S I N E S S D E T A I L M S
N V V F Y I U P E R S U A S I V E Q E N F R I I W T R O O I
R S H Q N T L R I Q Q O F E A N K Y O N R N C O M T W F D C
H D X A P Q E Y I A W P C G D X D L O L P A A Z Q Z U A A A
F G M Q P S V C C T R Z F I C U Y U Y M I T L O U X W D T L
F U M J O J P X H E Y R C O A I C B S S D U J G V Y I T I E
H D D M J B Z O A N N Y T F C L R A W T A R T I S T I C N V
U E O C S O B C R T O A U T H O R I T Y R E T V T K B B G Z
K Z B H X L O Q D T X L A L U U A W S I X I H N C L I O T O
Y U P E C O F X Z P S J O B X F S T V T O V A L M S Y V Y D
M E C H A N I C A L R V H G E Q U I P M E N T L E Y C M D A
Y T V L N O P M H N Y O B H Y X X X U M A B A L O O A V V F
B M B A E W D X Y Q M S D H B O Q N K N N D A L G W J U R N
V A D H H R Z Y L X H R H U P F M N C K R S S K H T A E D L
B F V B O M I L U I P T A P C I C H I L Y Q V H N S F S T L
F A Y E L Q T C O O F V N B M T V Y A M Y H M M R N P B F F
X X I U C Q S B A E D E F J R S I P W U X K H R X J Y O Q W
P G J O U L X Y W L Y Q K B V C I O E N G I N E E R A P Q H
J O F K X C P P G H Q J A V T G K T N R G R T H A P H D H C
W R N E D P E A M S A F E T Y G K F A L M Y Q R R P W X W R
V G B S M C W M E E I T U V S N B U L I E C E W Y L F O T I
B J S S J P H O S P I T A L I T Y P G O C T S E R V I C E S
O A Z G J O M J G J R P B N S H O Z Y J I S M W K M U V X G
M H H M F M G F F V P Q T E F O F A I L T N D Q Y W I T Z S
```

THERE ARE 30 WORDS HERE - CAN
YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

ACCOMMODATING
ARTISTIC
BUSINESSDETAIL
DRAMA
ENGINEER
HOSPITALITY
INDUSTRIAL
LITERARY
MEDICAL
NURSING
PHYSICAL
SAFETY
SCIENTIFIC
SERVICES
SPORTS

ANIMAL
AUTHORITY
CLERICAL
EDUCATIONAL
EQUIPMENT
HUMANITARIAN
LIFE
MECHANICAL
NATURE
PERSUASIVE
PRODUCTION
SALES
SECURITY
SOCIAL
TECHNOLOGY

CAN YOU FIND THE HIDDEN CLUE?

CAREER INTEREST AREAS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Directions: Below are 30 statements. Write the correct Career Interest Area for each statement, in the space provided. Place the letter or number in the corresponding blank at the top of the page. If no letter/number is present at the end of the statement simply darken in the space.

1. This is an interest in using influence or power to protect people and property. ____________________ (W)

2. This is an interest in repetitive, concrete, organized activities in a factory setting. ________________(O)

3. This is an interest in leading and influencing others through activities involving verbal and numerical abilities. _______________(R)

4. This is an interest in influencing others through sales and promotional techniques. _______________(K)

This is an interest in physical activities performed before an audience. _______________(E)

6. This is an interest in researching and collecting data about the natural world and applying them to problems in medical, life or physical sciences. _______________(R)

7. This is an interest in helping individuals with their mental, spiritual, social, physical, or vocational concerns. ____________ (*)

8. This is an interest in activities requiring accuracy and attention to details, primarily in an office setting. ___________(*)

9. This is an interest in catering to and serving the desires of others, usually on a one-to-one basis. _______________(*)

10. This is an interest in creative expression of feelings or ideas. _____________(T)

11. This is an interest in applying mechanical principles to practical situations using machines, hand tools, or techniques. _____________(R)

12. This is an interest in activities involving the physical care of plants and animals, usually in an outdoor setting. _______________(A)

13. You may enjoy making others feel at ease by providing hospitality services. ________________(I)

14. You may like to operate computer terminals, typewriters, or bookkeeping machines. ________________(T)

CAN YOU FIND THE HIDDEN CLUE?

16. You may enjoy sports. ____________(*)

17. You may enjoy literature.____________(*)

18. You may like to drive or operate vehicles and special equipment.____________(G)

19. You could seek a job in religion or counseling. ____________ (R)

20. You may prefer to study medicine and help humans or animals.____________(O)

21. You may enjoy manual work, using your hands or hand tools.____________(U)

22. You could seek a job in wholesale sales.____________ (P)

23. Perhaps working in education would satisfy you.____________ (S)

24. Sports would be listed in the____________group. (*)

25. Law would be listed in the____________group. (*)

26. Vending would be listed in the____________group. (*)

27. Life Sciences would be listed in the____________group. (6)

28. Social Services would be listed in the____________group. (6)

29. Engineering would be found in the____________group. (*)

30. Barbering and Beauty Services would be listed in the____________group. (*)

NSWERS TO: CAN YOU FIND THE HIDDEN CLUE?

W	O	R	K	E	R	*	*	*	T	R	A	I	T	*	*	*	G	R	O	U	P	S	*	*	*	6	6	*	*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

1. Authority
2. Industrial
3. Social-Business
4. Persuasive
5. Physical Performing
6. Scientific
7. Humanitarian
8. Business Detail
9. Accommodating
10. Artistic
11. Mechanical
12. Nature

1-12
12 Interest Areas

13. Accommodating
14. Business Detail
15. Nature
[illegible]. Physical Performing
17. Artistic
18. Mechanical
19. Humanitarian
20. Scientific
21. Industrial
22. Persuasive
23. Social-Business
24. Physical Performing
25. Social Business
26. Persuasive
27. Scientific
28. Humanitarian
29. Mechanical
30. Accommodating

RELATIONSHIP OF 12 INTEREST AREAS TO 15 CAREER CLUSTERS

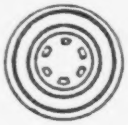
SERVICE LAB	INDUSTRIAL LAB	BUSINESS LAB	ENVIRONMENTAL LAB
CONSUMER/HOMEMAKING 01 ARTISTIC 02 SCIENTIFIC	CONSTRUCTION 01 ARTISTIC 05 MECHANICAL	BUSINESS & OFFICE 05 MECHANICAL 07 BUSINESS DETAIL 11 SOCIAL BUSINESS	AGRI-BUSINESS & NATURAL RESOURCES 02 SCIENTIFIC 03 NATURE 05 MECHANICAL 06 INDUSTRIAL 11 SOCIAL BUSINESS 12 PHYSICAL PERFORMING
HEALTH 02 SCIENTIFIC 10 HUMANITARIAN	GRAPHIC COMMUNICATION 01 ARTISTIC 05 MECHANICAL	MARKETING & DISTRIBUTION 01 ARTISTIC 05 MECHANICAL 07 BUSINESS DETAIL 08 PERSUASIVE 11 SOCIAL BUSINESS	ENVIRONMENTAL CONTROL 02 SCIENTIFIC 03 NATURE
HOSPITALITY/RECREATION 01 ARTISTIC 05 MECHANICAL 06 INDUSTRIAL 12 PHYSICAL PERFORMING	MANUFACTURING 01 ARTISTIC 02 SCIENTIFIC 05 MECHANICAL 06 INDUSTRIAL 07 BUSINESS DETAIL 12 PHYSICAL PERFORMING	PUBLIC SERVICE 02 SCIENTIFIC 04 AUTHORITY 05 MECHANICAL 11 SOCIAL BUSINESS	MARINE SCIENCE 02 SCIENTIFIC 03 NATURE
PERSONAL SERVICE 01 ARTISTIC 02 SCIENTIFIC 05 MECHANICAL 09 ACCOMMODATING 10 HUMANITARIAN	TRANSPORTATION 05 MECHANICAL 06 INDUSTRIAL	COMMUNICATION & MEDIA 01 ARTISTIC 05 MECHANICAL	

INTERRELATIONSHIPS AMONG LAB AREAS, 15 CLUSTERS, AND 12 INTEREST AREAS

Directions: Answer the following questions using the chart called "Relationship of 12 Interest Areas to 15 Career Clusters."

1. List the four lab areas in the Prevocational Education Program.

A.
C.
B.
D.



2. How many Career Clusters are there?

A.

3. How many Interest Areas are there?

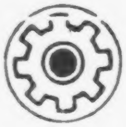
A.

4. Which Interest Area is listed most often under the 15 Career Clusters?

A.

5. List the Career Clusters found in the Industrial Lab.

A.
C.
B.
D.



6. List the Interest Areas found in the Industrial Lab.

A.
D.
B.
E.
C.

Directions: Answer True or False for Questions 7-12.

_____7. The Career Cluster - Marketing and Distribution - could be found in the Business Lab.

_____8. The Interest Area - Scientific - could be found in the Service Lab.

_____9. The Career Cluster - Graphic Communication - could be found in the Business Lab.

____10. The Interest Area - - could be found in the Business Lab.

____11. The Interest Area - Physical Performing - could be found in the Business Lab.

____12. Business Detail is one of the 15 Career Clusters.

KEY

INTERRELATIONSHIPS AMONG LAB AREAS, 15 CLUSTERS AND 12 INTEREST AREAS

ACTIVITY

1. A. Service Lab
   B. Industrial Lab
   C. Business Lab
   D. Environmental Lab

2. 15

3. 12

4. Mechanical (11)

5. A. Construction
   B. Manufacturing
   C. Graphic Communication
   D. Transportation

6. A. Artistic
   B. Scientific
   C. Mechanical
   D. Industrial
   E. Business Detail

7. True

8. True

9. False (Industrial)

10. True

11. False (Service)

12. False (Interest Areas)

D. Review worker trait groupings; cluster groupings; lab groupings

1) Play games, such as bingo, tic tac toe, etc.
2) Have students go through newspapers and cut out names of jobs to place on board under lab areas, cluster areas, or worker trait groups.

DAYS: 32,33

COMPETENCY: 004.03

ACTIVITIES: Resources: Occupational Outlook Handbook; "Mini-briefs"; computer programs; videos; Dictionary of Occupational Titles; Vocational Biographies; etc.

1) Introduce students to infomation sources by showing suggested resources and touring school library and/or classroom resource center.
2) Play games to learn the content of resources:

   * D.O.H. Hangman
   * Name that job
   * Occupational feud
   * Memory bank
   * Scramble 1 and 2
3) Review activitiy

DAYS: 34,35

COMPETENCIES: 004.02
.06
.09

ACTIVITIES: Research skills/techniques: Job descriptions; working conditions; salary ranges; education and training; advantages/disadvantages; employment outlook; etc.

1) Demonstrate research techniques for a selected occupation. Then make an oral report to the class to show students how it should be done.
2) Have students select an occupation to research, using:

   * Career cube
   * Occupational information survey
   * Career World questionnaire
   * "Your Own Bag"
   * Occupational palette
   * Career briefs matrix
   * "I am a shoe"

DOH HANGMAN

PRUPOSE: Introduce Occupational Outlook Handbook

MATERIALS: An OOH for each student
Chalkboard

PROCEDURE: The game is played like hangman

The teacher introduces each section of the occupations in the OOH by drawing lines on the board

Example: For Nature of Work

After the students complete the words by quessing letters the teacher discusses it and shows an example in the OOH

Students can learn to use the index by playing hangman using names of occupations in the index. The winning student must also give the page number.

Dictionary of Occupational Titles

"Name that Job"

1) On large index cards- print names of a job on each card- (any number of your choice) depending on time allotted.

2) Have all of your students sit in a large semi-circle audience.

Ask for a volunteer to come up and tape the card on that participants back. That contestant will turn around and show audience that title. Audience cannot talk. Contestant will not know the job title. The contestant can only phase questions in the form of a question guided toward audience. Audience can only respond with a Yes or No response.

Contestant may have three actual quesses of the actual job title. They may ask any kind of question to identify the job (title), as long as the audience response is Yes or No!

Teacher may need to give clues before starting.

OCCUPATIONAL FEUD

MATERIALS NEEDED:
1) Sheet of poster board 11 x 14
2) strips of poster board - 11" x 1 1/2"
3) your career cluster signs from the unit

DIRECTIONS FOR MAKING GAME

1) Holes punched to hang with tacks on flannel board
2) slits cut in poster board to put strips with occupations written on back-front side of strips are blank.
3) Put your job cluster title on flannel board also.
4) Make strips with 4 cluster jobs for all of the clusters. Make a sheet showing you the answers for each cluster.

DIRECTIONS FOR PLAYING GAME:

1) Divide the class into 2 equal groups.

2) Have one person keep score at the board.

3) The first or top answer if guessed correctly is worth: 25 points

2nd	15 points
3rd	10 points
4th	5 points

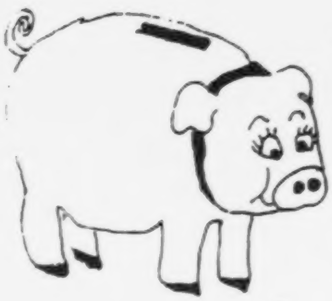
4) If either side calls out an answer out of turn- the other side gets another turn.

5) At the end count up the scores- the students may want a rematch and later in the year you could go back in with the "feud" again.

(Continued reinforcement) It showed me that the students had learned- I had very few guesses that were out of clusters.

MEMORY BANK

Occupational Information Vocabulary



accredited

career planning

social

application

industrious

technical school

outlook

mechanical

Doctorate degree

union

data

employment

nature

health

work

introvert

exploration

talent

confidence

trade

overtime

reliable

replacement

prerequisite

punctual

related

r e l i x t h e r a y f i e l e s h i p o n n o v e m
l m e c h a n i c a l g a r o t a l e n t o e h t b
a c e i n e a v e r y t h i n i u n d u s a i m o n e
c h l o g y t l r e d d y m e s i x t u r e t t h t r
o d o x o l u a d o r k n e m i r e a d y g a o r e i
d h p p y a r y m y a o d o i u t t e s t e r j o i s
g e p l a c e m e n t o t o t g v a l e n s o c i a l
e f r i e n d s h i p l t i r e n e s d a y l r e m e
e m b r a n c e s d o t n o e r t f o r g e p t t o c
o h o p e r s p r i n u g s v e t e r n a h x w i i a
r l l y f e o r a l D o c t o r s d e g r e e r n m l
i l r o f l u s j u s t k e e p y o m x p a y o g e i
e u e r e a y e s p e n t o n e w e p e r l o n s t m
e o l a u t c n u p i e n w c e s m l y f t u g g n e
s r i e n e d s c a l e o n d e r s o a r e h m w o a a
f t a h e d e t m v m r c h m y f r y h e v y i e t n
g o b o w o e h r e k u i e n d c a m l u e l t d t y
l t l s h n d e y d a t a h l m e n e p n r o h a n t
i s e t h e o n e w h o i s t o f a n f i w o l r s a
a o m e w a r t d a n g l e t h i n t r o v e r t o m
a o c o n f i d e n c e i b a u o y e v n i g o t n o
s c h o l d n o u s e r f i e l d c r e s t t o m p s
i c m l e o c a t i o n l o o h c s l a c i n h c e t
e e e r x d e m e m p t i o n f o r a l l p e o p l s
r r c a r e e r p l a n n i n g d u d l e y s h c a l
i c s s e r p x e y i i a d n o r v e n s n o r e x g

Occupational Information
Vocabulary

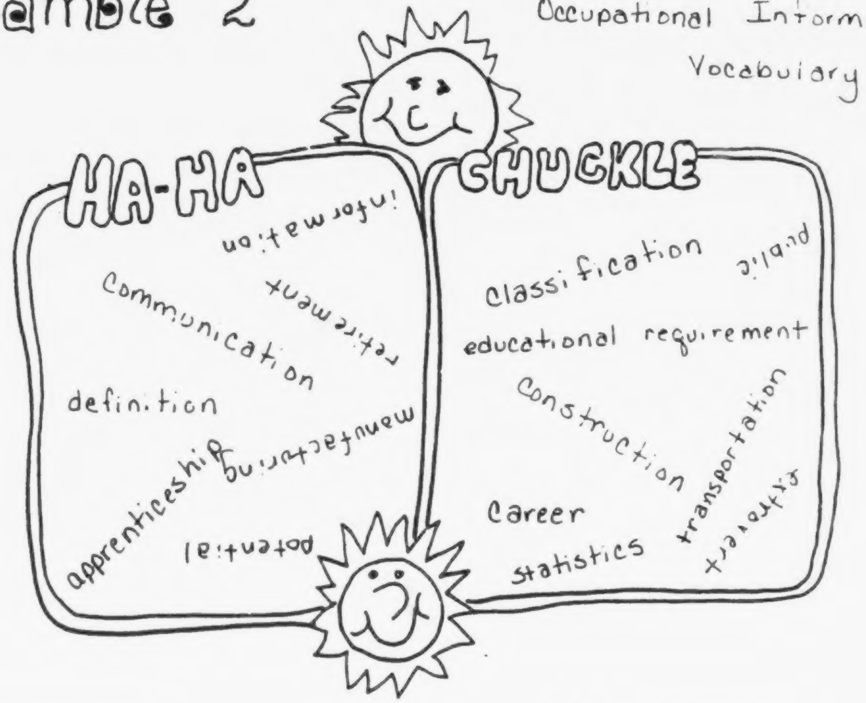
Scramble 1

Traits
advancement
objective
income
technical
earnings
lifestyle
commission
values
finance
wholesale
apprenticeship
Bachelor's degree
cluster
job
service
employment outlook
interest
retail
manual

1) dacent avnme ____________________
2) sparpenicpethi ____________________
3) sache Blor gerdee ____________________
4) srt cule ____________________
5) niossim com ____________________
6) sger anin ____________________
7) olkutoo ntepymelom ____________________
8) efiancn ____________________
9) ecoinm ____________________
10) tere ints ____________________
11) boj ____________________
12) estlyifel ____________________
13) numaal ____________________
14) toejcvbie ____________________
15) airetl ____________________
16) visreec ____________________
17) iahlecent ____________________
18) srtita ____________________
19) serlau ____________________
20) aswoeehll ____________________

Scramble 2

Occupational Information Vocabulary



1) pppensharecit: ____________

2) aererc ____________

3) olasiacstcfini ____________

4) ntcoemunimaio ____________

5) nocnrtiocuts ____________

6) efitdionni ____________

7) nfotiiramon ____________

8) fatrinamcuung ____________

9) oeiptnalt ____________

10) cubpli ____________

11) tetmrieren ____________

12) tatsiictss ____________

13) nrnoratttspiao ____________

14) xtroeervt ____________

CAREER CUBES

MATERIALS

Occupational Outlook Handbook
Guide to Occupational Exploration
Worker Trait Group Guide
Any career briefs
Pattern for geometric cube
Colored pencils or markers
Glue or tape
Scissors
Magazines

BACKGROUND INFORMATION

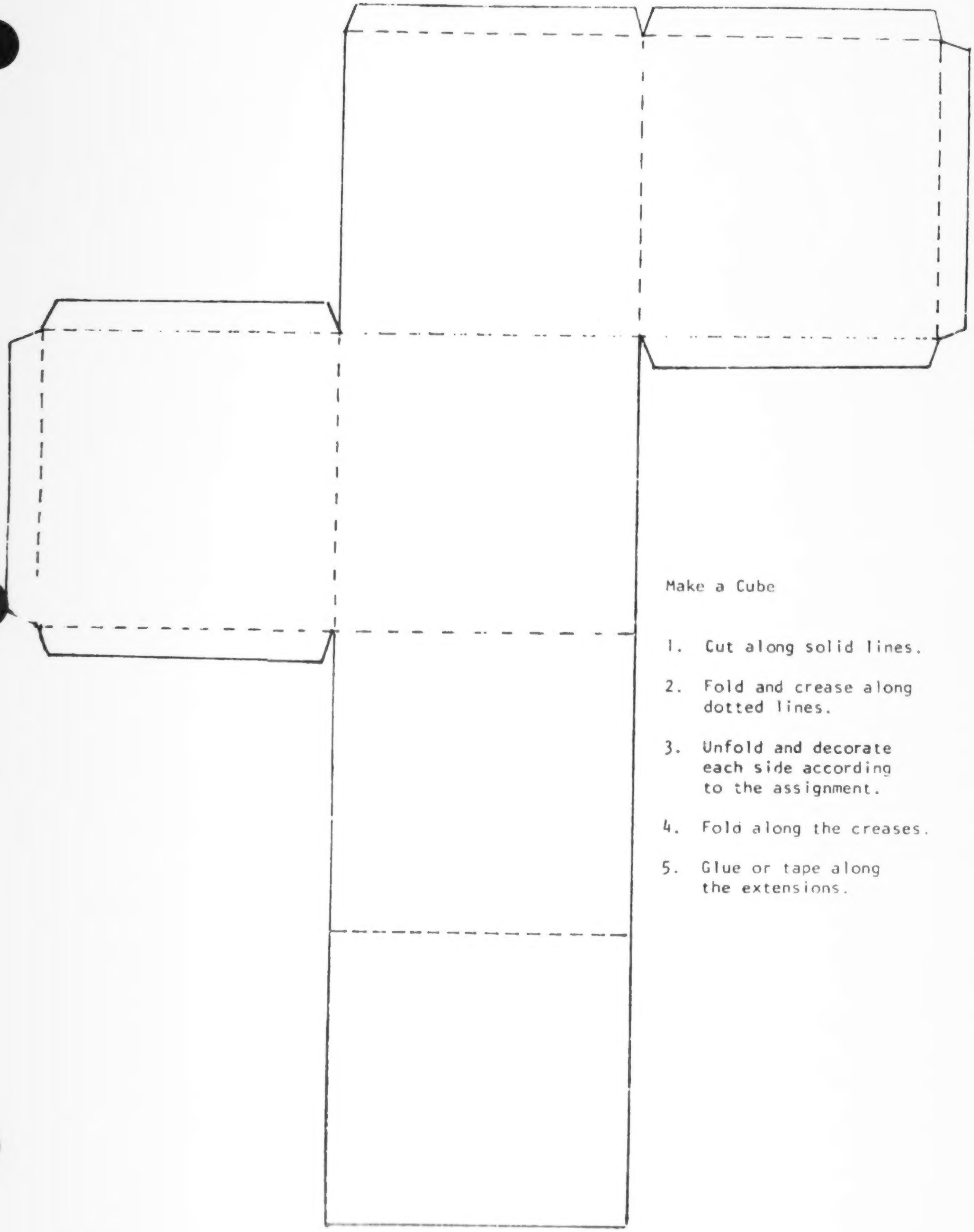
New inventions and new discoveries are changing the world of work. New jobs appear and others fade away. This means that you probably will change jobs several times during your adult life.

For your first job and as you change jobs, it is important to know how to learn about the work.

In this activity you will find information about a job of your choice. Then you will record the information on a cube which can be displayed for others to see.

INSTRUCTIONS

1. Use the pattern for a cube to draw and cut out the shape.
2. Select an occupational information resource book or career brief to use.
3. Using the book or briefs, select any occupation you would like to know more about.
4. Write the name of the occupation on one side of the cube.
5. Find the information about the job you selected.
6. Locate the major heading for information categories.
7. Write one of the categories in each of the 6 squares on the cube. For example: "work performed" or "nature of work", "employment outlook" and "earnings".
8. Under each category, list or illustrate facts about the occupation you selected. You may use drawings, magazine pictures or key words to fill the sides of the cube with information.
9. Fold and tape/glue the cube according to the directions on the cube pattern.
10. Prepare to share the information with the class.



Make a Cube

1. Cut along solid lines.
2. Fold and crease along dotted lines.
3. Unfold and decorate each side according to the assignment.
4. Fold along the creases.
5. Glue or tape along the extensions.

OCCUPATIONAL INFORMATION SURVEY

Name of Occupation ______________________________

1. List 2 (two) specific duties of a person employed in this occupation.

   ____

   ____

2. What are the educational requirements for this job? (Include apprenticeships, on-the-job training, as well as formal education.)

3. The salary range for this job is:

4. List two kinds of tools or equipment which would be used in this job.

   ____

   ____

5. What are the working conditions for this job? (inside, outdoors, extreme heat or cold, pleasant environment, etc.)

6. What are the physical demands of this job? (heavy lifting, etc.)

7. The employment outlook for the future for this occupation is:
   (a) employment oppunities will increase
   (b) employment opportunities will decrease
   (c) employment opportunities will be about the same.

8. What kind of special talents, abilities or personal characteristics are needed for this job?

CAREER WORLD

Find an article in a current issue of Career World magazine.
Read the entire article and answer these questions on this sheet of paper.

1. What was the name of the article? (not the name of the Magazine!)

2. What was the month and year of the magazine?

3. What job(s) were written about in this article?

4. Pick out one job written about in the article and look it up in the OOH. Compare the job description (nature of the work--in the article with that in the OOH).

   Are they the same?

   Did you learn anything new in the OOH? What?

5. Do you think you would like this job?

   What about it would you like?

   What about it would you dislike?

YOUR OWN BAG

Choose a Worker Trait Group that is interesting to you. Use the GUIDE FOR OCCUPATIONAL EXPLORATION to fill in the information needed to fill the career "bag." Do not try to write all of the information. Write those things that seem most important to you.

List 3 jobs from the group

________________ ________________ ________________

What kind of work would you do?

It is important for you to:

Have you liked the following school subjects?

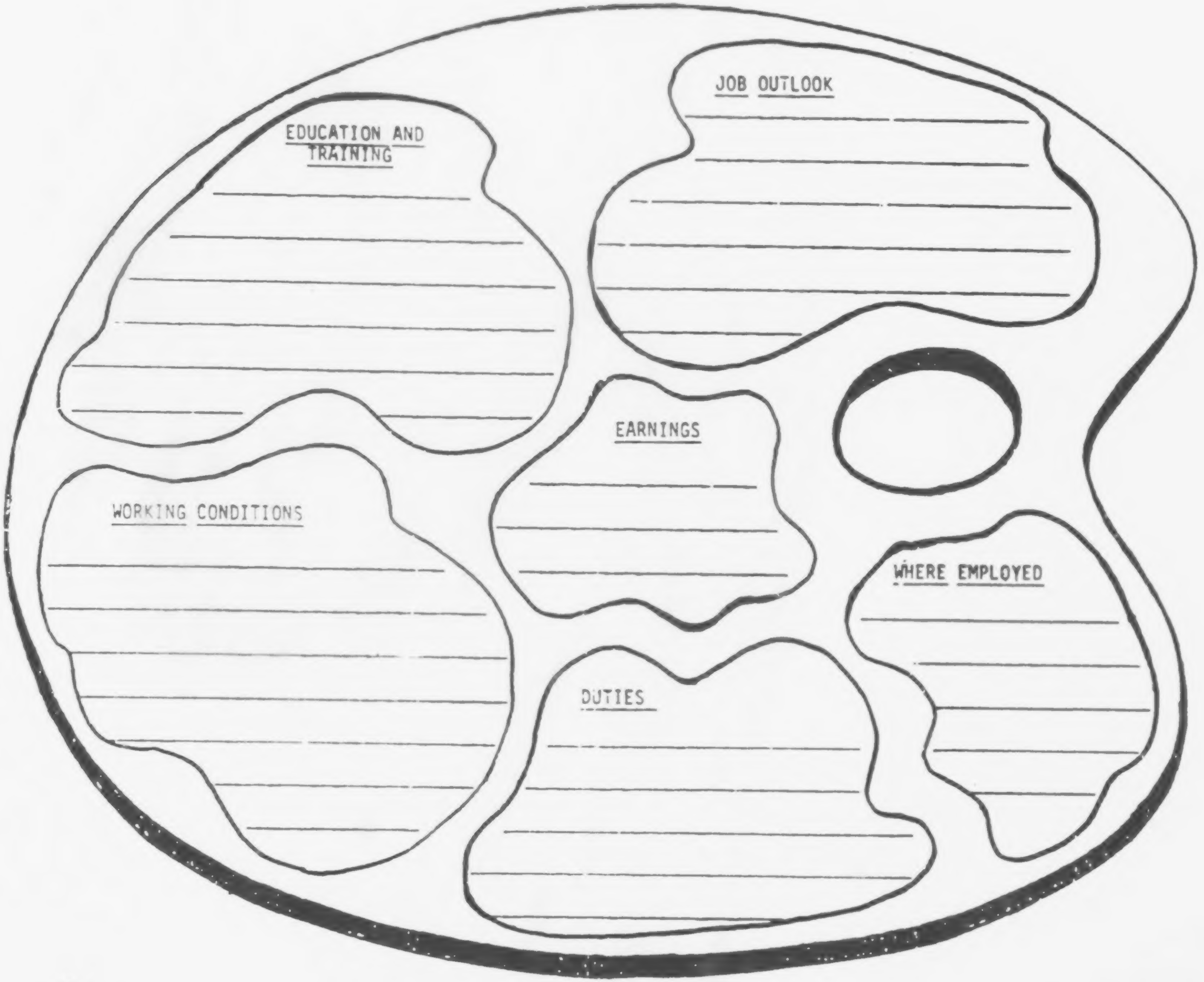
Would you like to work in places such as:

What skills and abilities do you need?

How can you prepare for these jobs?

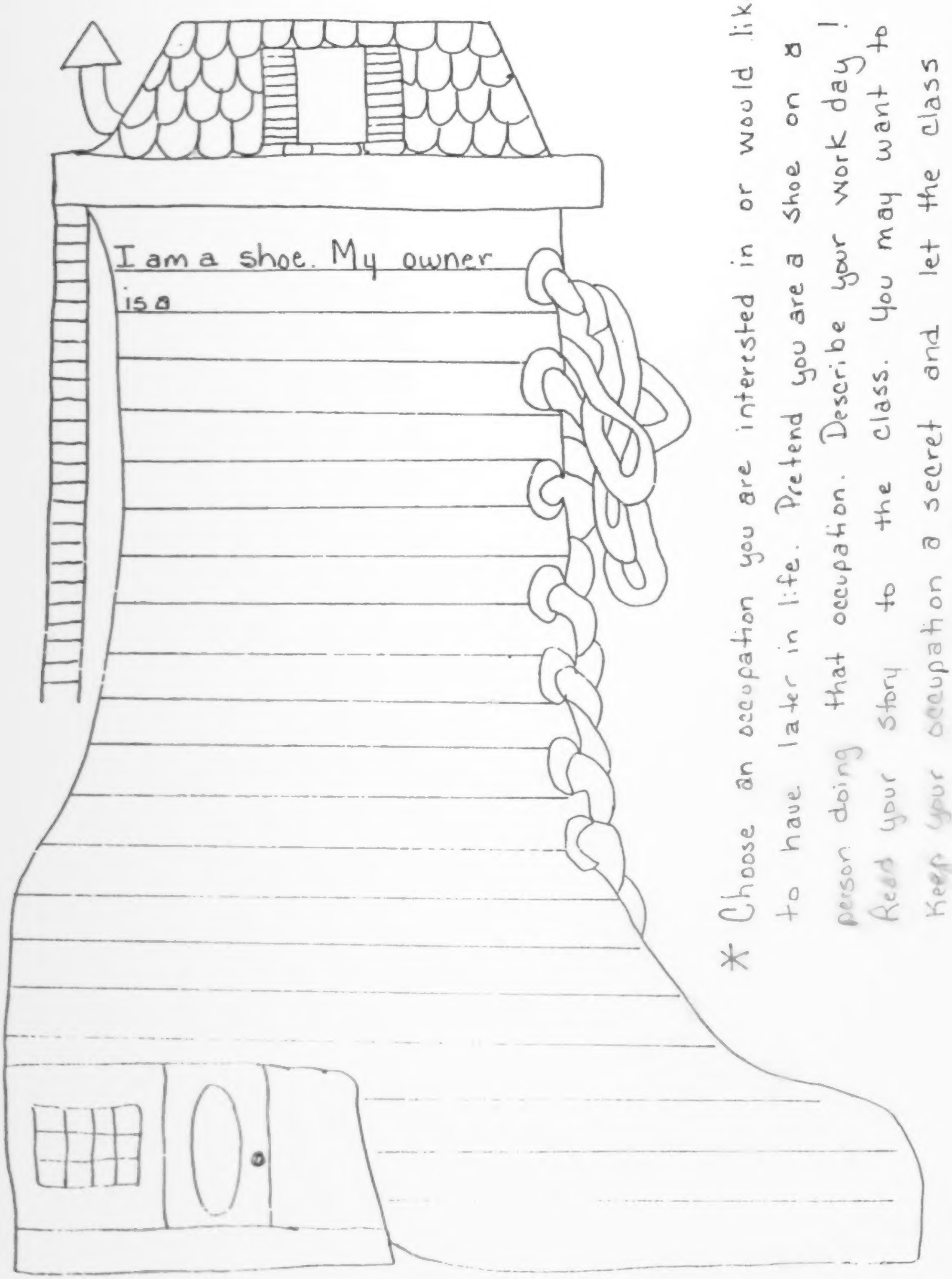
What license or certificate is needed?

OCCUPATIONAL PALETTE



CAREER BRIEFS

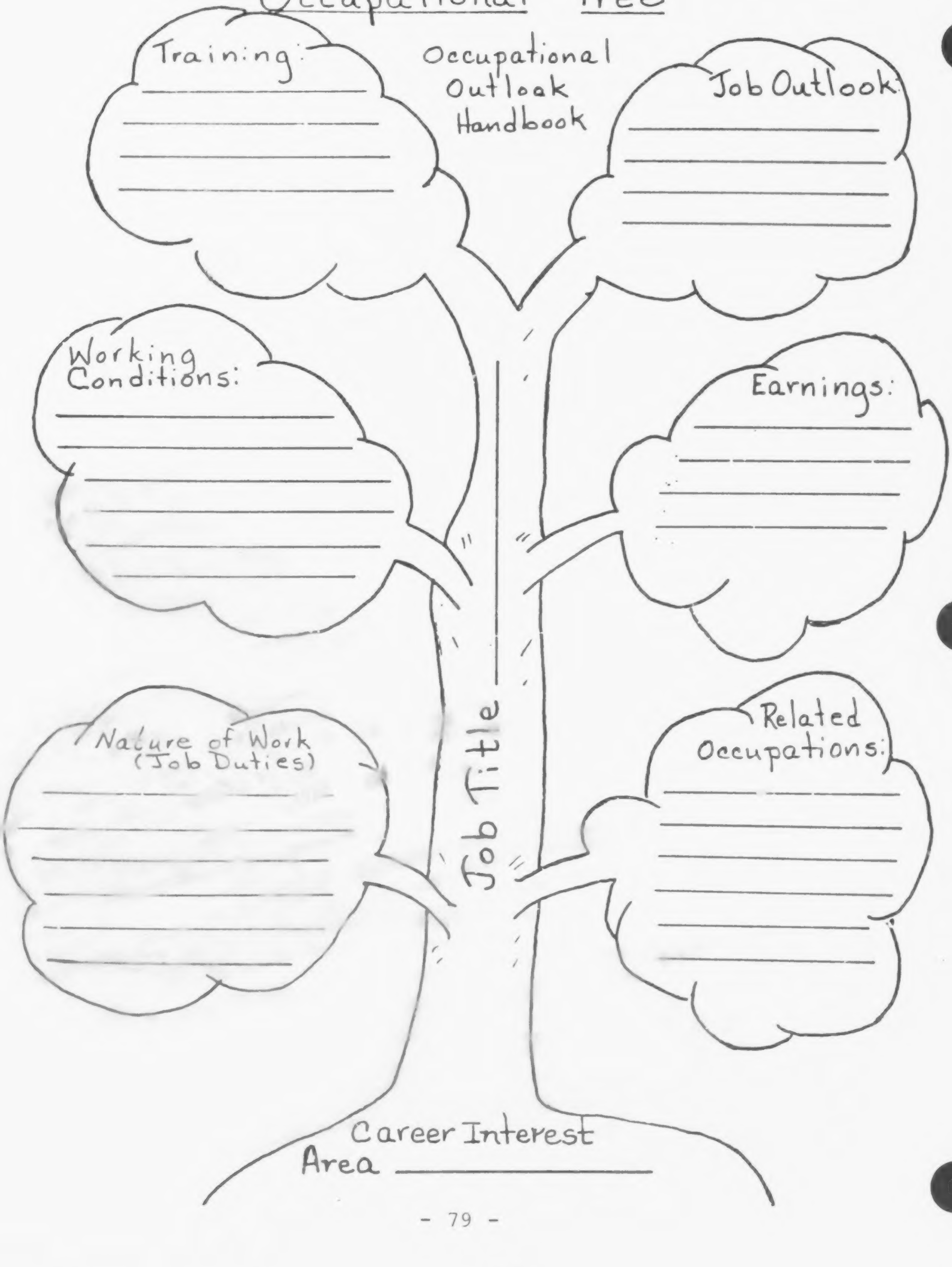
Name of Job	Job Description	Training	Qualifications	Job Outlook



I am a shoe. My owner is a

* Choose an occupation you are interested in or would like to have later in life. Pretend you are a shoe on a person doing that occupation. Describe your work day! Read your story to the class. You may want to keep your occupation a secret and let the class decide the occupation from listening to the story.

Occupational Tree



3) Have students report orally their findings.

DAYS: 36-38

COMPETENCIES: 003.10
.11
.12

ACTIVITIES:

1) Orientation to hands-on career exploration process
2) Organization/operation of labs or centers
3) General rules for lab rotations
4) Safety in the labs
5) Demonstrations of procedures, walking/talking students through sample activities.

DAY: 39

ACTIVITIES: Demonstrations of career simulations in the business lab.

DAYS: 40-44

COMPETENCIES: 003.09
.10
004.04
.05
005.05
.07

ACTIVITIES: Career simulations

A. File Clerk

1) Alphabetize all class members' names and file.
2) File class members by age, height, weight, birthday, etc.

3) Using a teacher-prepared card which provides numerous items of information, have students list different ways in which the information could be filed.

B. Cashier

1) Students will total the cost a shopping cart of grocery items which the teacher has selected. Students will total items, add taxes and prepare a bill.
2) Design a role play in a group and have students deal with customer complaints such as:

   * broken eggs
   * opened products
   * damaged goods
   * molded cheese

   Have an observer record conversations and courtesy for future discussion by group.
3) Have students make change for several products purchased using play money, and a given amount for purchase.

C. Copy writer

1) Perform copy writer job simulation tasks.
2) Using a tape recorder, record a commercial, listen to it, and critique it.
3) Have students proofread a teacher-prepared advertisement with hidden mistakes.

D. Computer operator: Perform the procedures on the "Computer worksheet".

E. Disc Jockey (D.J.)

1) Read tongue twisters into a tape recorder; listen for effectiveness and pronunciation.
2) Write up a public service announcement and broadcast it.
3) Give students a current school topic for them to add lib an editorial comment.
4) Role play a record D.J.

DAY: 45

ACTIVITIES: Resource day: Activities related to business careers

DAYS: 46-48

COMPETENCIES: 001.03
.09
005.01
.03
.04
.07

COPY WRITER

JOB DESCRIPTION Simulate job tasks

OBJECTIVE Explore personal interests, abilities and aptitudes by developing an add for a given company.
Completing advertising puzzle

INSTRUCTIONS

Pretend that you are a copywriter for an advertising agency. Your responsibility is writing ads for radio commercials. You must write these commercials so that people listening to the radio can "see" what you are describing.

1. Choose one of the sheets with a product. Each sheet represents a client who is paying your agency to write a commercial to advertise a product or service.

2. Study the information given on the sheet you have chosen. This describes the product and tells you what the client wants.

3. Use your creativity and write the script for a radio commercial for the product or service described. Use words that help to describe and sell the product.

   CAUTION: Notice the time the client wants for the commercial. Be sure to time your commercial carefully. (Use the wall clock) It must be exact.

4. When you are satisfied that you have a good commercial, practice reading it softly to your group, being sure to emphasize the important words.

5. When you have completed your commercial call the teacher for approval.

COMPUTER WORKSHEET

1. Look in the disk drive of the APPLE computer. If there is a disk in the drive, remove and put it in proper place. You won't need a disk for this activity.

2. The computer should be on; if not, turn on the monitor, then the computer.

3. Depress CONTROL and RESET at the same time. Release both keys and you should have a blank screen with blinking cursor in botton left.

4. Type the word found in the left column; then read and follow directions found in the right column.

   NEW ______________ and depress the RETURN key

   HOME ______________ RETURN

If you have computer time, key in the two graphics programs below. After keying in the first one, type RUN to see what it will produce. Type NEW and key in the second program. RUN. To stop this program, hold the CONTROL and OPEN-APPLE keys at the same time. Release and the program should stop.

```
NEW
10 GR
20 COLOR = 15
30 HLIN 15,24 at 20
40 VLIN 15,24 at 19
```

```
 NEW
 10 GR
 20 COLOR = 15
 30 FOR I = 15 to 25
 40 PLOT 20,I
 50 PLOT I,20
 60 NEXT I
 70 FOR T = 1 to 3000
 80 NEXT T
 90 TEXT
100 HOME
```

If you can type, key in this one liner. To stop the program from running, depress the CONTROL and OPEN-APPLE keys at the same time. Release.

FIREWORKS

```
1  HGR : FOR J = 1 TO 5: HCOLOR=  INT (7 *  RND (1)):
   X =  INT (200 *  RND (1)) + 40:Y =  INT (80 *  RND (1)) + 40:
   FOR K = 1 TO 30:X1 = 80 *  RND (1) - 40:Y1 =80 *  RND (1) - 40:
   HPLOT X,Y TO X + X1,Y + Y1: NEXT K: NEXT J: RUN
```

TONGUE TWISTERS

Such Slipshod speech as she speaks.

Buy blue broadloom rugs.

Chop shops stock chops.

Four frantic flies furiously fought forty fearful fleas.

Theophilus Thistle, the successful thistle
sifter, sifted a sieve full of unsifted
thistles and thrust three thousand thistles
through the thick of the thumb.
Success to all successful thistle sifters

Such slipshod speech as she speaks.

Four frantic flies, furiously fought forty fearful fleas.

The needy needlewoman needn't wheedle.

* * * *

Some shun sunshine, some shum sleep.

Old oily Ollie oils old oily autos.

The silent sun shone severly on six slick sailors sleeping.

Betty Bright burned a basket of brown baking biscuits.

* * * *

Round the rough and rugged rock a ragged rascal ran.

Dick tipped the tippet and dripped it.

Sister Susie's sewing shirts for soldiers.
Sewing shirts for soldiers is all that
Sister Susie sews. The soldiers write
epistles that they'd rather sleep on
thisltes than on the saucy short shirts for
soldiers Sister, Susie sews.

* * * *

Thirty-six thick silk threads.

ACTIVITIES: Work relationships/skills: Communication skills; listening skills; interpersonal relations skills; problem-solving skills; attitudes; etc.

1) Introduce lesson area by reading "Warm Fuzzies" story.
2) Have class develop (in small groups) a list of work relationships and skills from story. Discuss.
3) "Brainstorm" why people are fired from jobs.
4) Have students participate in activities to practice identified skills.

    a. Attitudes-- role play
    b. Interpersonal relations-- Draw cartoons or find pictures depicting attitudes.
    c. Listening-- Refer to day 2. Play "gossip" or "spread the rumor" games.
    d. Problem solving-- Have students fill out NASA game sheet.
    e. Observation-- Have students fill out "What Happened" game sheet.
    f. Listening-- Have students complete listening perception quiz. Discuss.

DAY: 49

ACTIVITIES: Demonstrations of career simulations in the business lab.

DAYS: 50-54

COMPETENCIES: 003.09
.10
004.04
.05
005.05
.07

ACTIVITIES: Career simulations

A. Poultry farmer

    1) Students will candle eggs for cracks, double yolks, blood spots, etc.
    2) Students will grade eggs according to weight and size.
    3) Students will break eggs and examine and identify the various parts. A diagram could be drawn showing parts.

* Scales may be obtained from NASCO, Carolina Bilogical, Inc.

WARM FUZZIES

Long ago most of the people who lived on the Earth were very small. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people, and went about with broad smiles and cheery greetings for everyone.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his shoulder a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. It told the person they were special. It was a way of saying, "I like you." And, of course, it was very pleasing to a Swabeedoo-dah to have someone give him or her a Warm Fuzzy. When a Swabeedoo-dah had a Warm Fuzzy held out to him, when he took it and felt its warmth and fuzziness against his cheek, and placed it gently and lovingly in his fuzzy-bag with all the others, it was extra-nice. Swabeedoo-dahs felt noticed and appreciated when someone gave them a Warm Fuzzy, and they wanted to do something nice for them in return. The little people of Swabeedoo lived to give Warm Fuzzies and get Warm Fuzzies. Their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a big green troll. He didn't really like to live all by himself, and sometimes he was lonely. He couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town. He was met by a kindly little Swabeedoo-dah. "Hasn't this been a fine Swabeedoo-dah day?", said the little person with a smile. "Here, have a Warm Fuzzy. This is a special one. I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in her ear, "Hey, don't you know that if you give away all of your Warm Fuzzies, one of these Swabeedoo-dah days of yours your're gonna run out of them?"

The troll noted the sudden look of surprise and fear on the little Swabeedoo-dah s face, and then added, peering inside his fuzzy bag, "Right now I'd say you've only got about two hundred and seventeen Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now, the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that, as soon as you gave a Warm Fuzzy to someone, another came to take its place. You could never run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same something was inside the little people. So he told his fib, went back to his cave and waited.

Well. It didn't take long for that Swabeedoo-dah to show that she was afraid she would lose her Warm Fuzzies. The first person to come along and greet the little Swabeedoo-dah was a good friend of hers, with whom she had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look - but no Warm Fuzzy. The friend was wondering why the other Swabeedoo-dah was so selfish when all of a sudden the Swabeedoo-dah said, "You had better be careful about giving away so many Warm Fuzzies, or you will soon not have any for yourself. I plan on keeping most of mine for myself." After being told this, the other Swabeedoo-dah left with a fearful look on his face. Later that day he said to three other Swabeedoo-dahs, "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the rumor had spread over the entire village. Everyone became afraid that they would run out of Warm Fuzzies and began to selfishly keep them in their bags.

Worse yet, the little Swabeedoo-dahs began to watch each other with distrust. They began to suspect each other of trying to get their Warm Fuzzies from them so they began to hide their bags of Warm Fuzzies. Everyone became very busy trying to find a good hiding place. As the hoarding of Warm Fuzzies increased, quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring that there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange. Before long the people were quarreling over how many Warm Fuzzies it cost to eat a meal at someone's house or stay overnight. There were even some instances of robberies of Warm Fuzzies. It became unsafe to stroll in the parks and streets, especially at night. Before the fear and distrust had appeared in Swabeedoo, evening strolls had been a most pleasant and happy thing for Swabeedoo-dahs. Now one had to stay at home, all alone, and watch one's hoard of Warm Fuzzies. No one dared to be friendly, even to one's relatives, because one might be tricked into losing a Warm Fuzzy or two.

At first the troll was pleased with the results of his rumor. He had wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went int town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other-- with surprise-- and he rather liked that. To him that was just facing life. "It's the way the world is", he said. But as time went on, worse things happened. Perhaps because of worrying so much because of protecting the warm fuzzies, or because of frowning so, the Swabeedoo-dahs began to have terrible headaches. It wasn't pleasant to eat alone (even at work, everyone found a place all by himself), and so they ate less and less. They couldn't sleep well because they were afraid someone would break in on them. No one was able to relax and have any fun. There are not too many things that are fun to do alone. There were no ball games in the park; no crowds gathered by the swimming pool; nobody danced because nobody dared leave their bags long enough to dance; and who could play ball or swim or dance with a bag of warm fuzzies tied to them.

Soon, these bad health habits began to have an effect on the Swabeedoo-dahs. Several of the oldest and youngest died. Their relatives and friends became even more unhappy and depressed. They ate and slept even less. More died.

When the troll heard about this, he said to himself, "Gosh, I just wanted them to see how the world was. I didn't mean for them to die." He wondered what to do. And then, he thought of a plan.

Deep in his cave, the troll had discovered a secret mine of cold pricklies. He had spent many years digging the cold pricklies out of the mountain. He like their cold, prickly feel, and he loved to see his growing hoard of cold pricklies and to know that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with cold pricklies and took them into the village.

When the people saw the bags of cold pricklies, they were glad and they received them gratefully. Now they had something to give one another. The only trouble was, it was just not as much fun to give a cold prickly as it was a warm fuzzy. Giving a cold prickly seemed to be a way of reaching out to another person, but not so much in friendship and love as when giving a warm fuzzy. And getting a cold prickly gave one a funny feeling, too. You were not really sure what the giver meant. For, after all, cold pricklies were cold and prickly. It was nice to get something from another person, but it left you confused and often with stung fingers. Nobody ever cuddled a cold prickly. The usual thing a Swabeedoo-dah said when he received a warm fuzzy was, "Wow"! But when someone gave him a cold princkly, there was usually nothing to say but, "Uh"!

Some of the little people went back to giving the warm fuzzies, and, of course, each time a warm fuzzy was given it made the giver very joyful indeed. Perhaps, it was that it was so unusual to get a warm fuzzy from someone when there were so many of the cold pricklies being passed around.

But giving warm fuzzies never came back in style in Swabeedoo. Some little people found that they could keep on giving warm fuzzies anyway without ever having their supply run out, but the art of giving a warm fuzzy was not shared by many. Suspicion was still there in the midst of the people of Swabeedoo. You could hear it in their comments:

"Warm fuzzy, uh? Wonder what's behind it"

"I never know if my warm fuzzies are really appreciated."

"I gave a warm fuzzy and got a cold prickly in return. Just see if I ever do that again!"

You never know about George. A warm fuzzy one minute and a cold prickly the next."

"If you won't give me a cold prickly, I won't give you one. O.K.?"

"I want to give my daughter a warm fuzzy, but she just doesn't deserve it."

"Sometimes I wonder if Grandmother has a warm fuzzy to her name."

Probably every citizen of Swabeedoo would gladly have returned to the former days, when the giving and getting of warm fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a warm fuzzy from someone, and he would plan to go out and begin giving them freely, as of old. Something always stopped him-- usually it was just going outside and seeing "how the world was"!

ACTIVITY: Warm Fuzzies -

OBJECTIVES: Recognize qualities people possess which create good relationships. Recognize the impact of one's behavior on the way other people feel about themselves.

DIRECTIONS: Read the "Warm Fuzzles" story and follow it with a discussion of ways others make us feel good and how we can try to make others feel good about themselves.

Direct students in making a Compliment Box in which to place positive comments about their peers and significant adults.

Have the students rewrite, discuss, or roleplay a new episode in this story, beginning after, "I've got to make sure I don't run out!" (end of paragraph 9), or students may create another ending.

Directions: Study each of the definitions below and write the word from the list that is described in the definition. (You may use the sheet "Vocabulary - Definitions" that you have already been given if you need help.)

Write the word you choose on the line before the definition.

WORD LIST:

attitude
hoard
malicious
experiences
relationship
distrust
proclaim
rumor
inexhaustible
suspicious

DEFINITIONS:

1. ______________________ A story or gossip being passed around that is not proven.
2. ______________________ A supply that never runs out.
3. ______________________ To announce that something is a law or practice to be followed.
4. ______________________ The feeling you have when you believe that other people are out to do you harm.
5. ______________________ You are this if you do mean things to others on purpose.
6. ______________________ Things that you may see, or hear, or do, or have done to you.
7. ______________________ To store up and save something.
8. ______________________ The way you may feel about something or someone.
9. ______________________ To think something is wrong or unusual.

Vocabulary - Definitions

attitude----An attitude is the way we feel about something or someone. Our attitude is shown by the way we act.

relationship----A relationship is the feeling that exists between two or more people for each other.

rumor-----A rumor is a story or gossip being passed around that is not always based on facts or truth.

hoard-----To hoard is to store up and save something. It is usually done with something that is scarce or cost much money.

distrust-----Distrust is the feeling you have when you believe that other people are out to do you harm (opposite of trusting).

inexhaustible-----An inexhaustible supply of something is a supply that never runs out.

malicious-----A malicious person will do mean things to others on purpose.

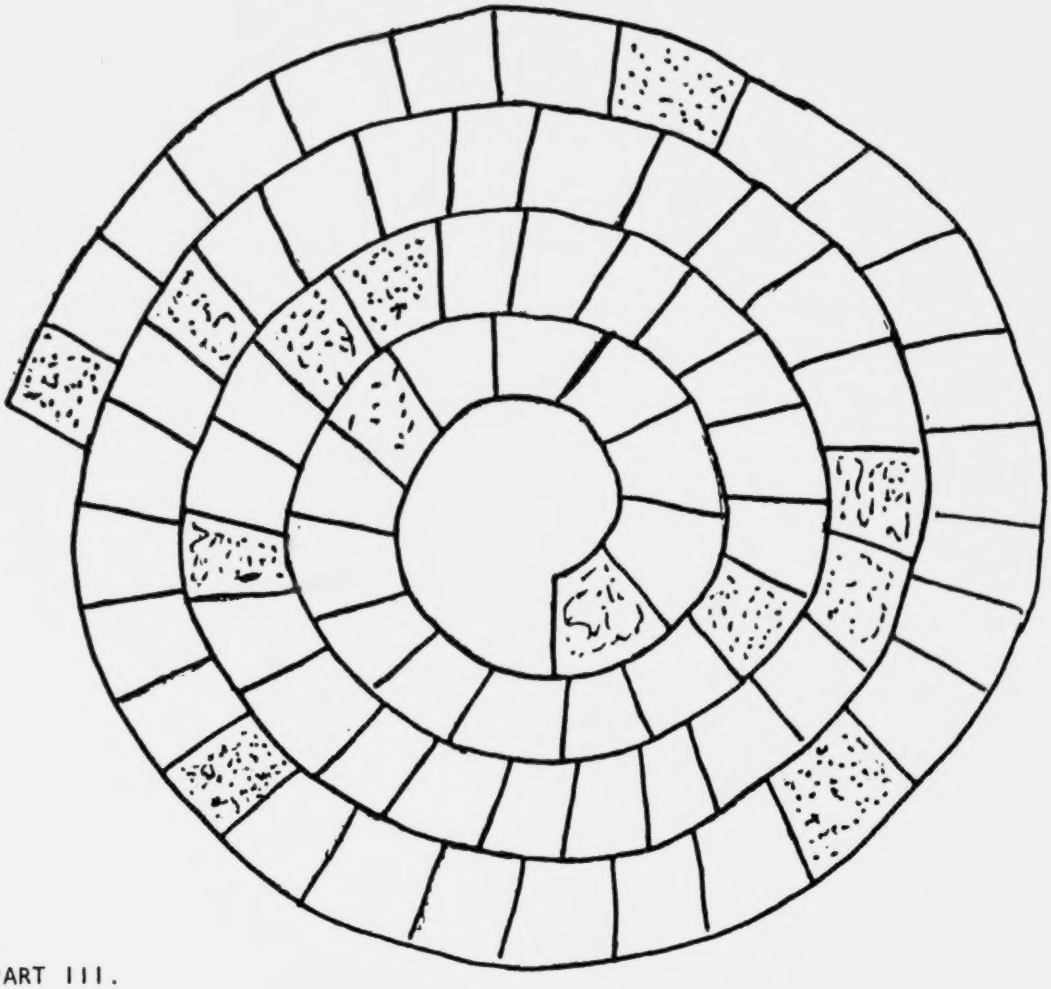
proclaim-----To proclaim is to announce that something is a law or practice to be followed.

suspicious-----To be suspicious is to think something is wrong or unusual.

experience-----An experience is something that you may see or hear or do or have done to you.

Directions: Write each of the words that you have written on the list on the page "Follow the Path to Understanding" in the boxes in the spiral puzzle below.

KEEP THE WORDS IN THE EXACT ORDER THAT THEY OCCUR IN YOUR LIST. Do not skip any spaces. Do write in the dotted spaces.

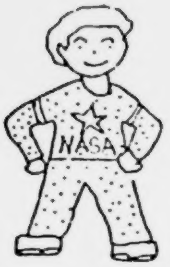


PART III.

Directions: Copy all the letters that are in the dotted boxes. Keep them in order. If you have chosen the correct words for the definitions, you will have a word that completes this sentence:

"The story "WARM FUZZIES" will help you see how attitudes effect your personal ________________________________."

nasa



You are working for NASA on a very important space project. Before the project begins you must undergo some O.J.T. (on the job training). Your training demands that you be observant and follow directions without talking or asking questions. Can you meet the requirements?

DIRECTIONS: Complete this sheet accurately and quickly!

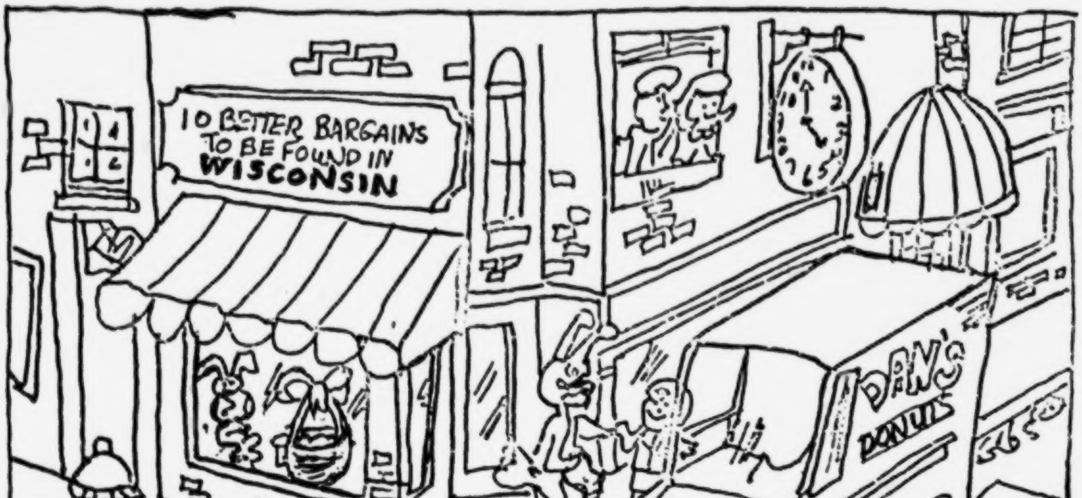
1. Print your whole name backwards. ______________________
2. Count the books you can see from where you are sitting. ______
3. Write the name of your next class vertically on the left margin.
4. Write the alphabet backwards. ______________________
5. Draw an X inside a square inside a circle. ______________
6. Write your telephone number backwards twice. ______________
7. How do you spell relief? _ _ _ _ _ _ _
8. Count the number of people wearing blue-jeans in this room. ______
9. Write the even numbers between 1 and 50 at the bottom of the page.
10. Spell the most difficult word you know. ______________
11. How many boys are in the room? ______________________
12. Count the windows in the room. ______________________
13. How many girls have brown hair in this class? ______________
14. What is your teachers middle name? ______________________
15. Count the number of desks in the room. ______________________
16. How many people in the room are wearing blue? ______________
17. How many dots are on the space suit the boy on this page is wearing?
18. How many girls in this room have on earrings? ______________

WHAT HAPPENED?

WISH I COULD SEE THOSE QUESTIONS WHILE I'M STILL FREE!

How good are you at noticing things--and remembering what you have seen?

An accident has occurred here. Study the scene for a minute or two.


10 BETTER BARGAINS TO BE FOUND IN WISCONSIN
DAN'S DONUTS
SIXTH
ARTHUR
VA.
RIVERS

QUESTIONS FOR "WHAT HAPPENED" PUZZLE

1) What time did accident occur?

2) What season of year?

3) What was the name on the van?

4) What caused the accident?

5) How many cars were involved?

6) Where did the accident occur?

7) What state did the accident occur in?

LISTENING PERCEPTION QUIZ

1) Do they have a 4th of July in England?

2) How many birthdays does the average men have?

3) Why can't a man living in Winston-Salem, NC be buried west of the Mississippi River?

4) Some months have 30 days, some have 31; how many have 28 days?

5) If a doctor gave you 3 pills and told you to take I every half-hour, how long would they last?

6) How far can a dog run into the woods?

7) I have in my hand 2 U. S. coins which is a total of 55 cents in value. One is not a nickel. Please bear that in mind. What are the two coins?

8. A farmer had 17 sheep; in a blizzard all but nine died. How many did he have left?

9. Two men were playing checkers. They played five games and each man won the same number of games. How can this be?

10. Take two apples from three apples and what do you have?

11. How many animals of each species did Moses take aboard the ark with him?

12. Is it legal in California for a man to marry his widow's sister?

B. Soil scientist

1) Students will separate a pre-mixed batch of soil to determine the various contents.
2) Students will perform a soil test for acidity using a soil test kit obtained from the Agricultural Extension Service.
3) Students will identify three major samples of soil by matching the soil with their descriptions.
4) Students will check soil erosion by setting up two trays of soil. One tray will have soil only and one with soil and a ground cover. Students sprinkle each with water to see the erosion.

C. Forestry technician

1) Students will identify the age of trees by counting the rings on several cut tree sections obtained by the teacher.
2) Students will identify leaves.
3) Students will identify the commercial uses for several types of wood. (eg. hardwood- furniture; softwood- paper, construction)
4) Complete word puzzle.

D. Meteorologist

1) Using the newspaper, locate the weather map and answer the questions on the meteorologist worksheet.
2. Read a rain gauge; a thermometer; a barometer.
3) Observe and record all weather factors which can be observed from the classroom.
4) See sheet for all other activities.

E. Marine biologist

1) Analyze the water samples using the water sample picture.
2) Test the PH of water using a test kit from a pool supply.
3) Study pollution by mixing oil and water- then putting a plant in the jar. Students will observe the effects.
4) Students will determine the age of fish using the information on the "fish zoologist" worksheet to study scales.

DAY: 55

ACTIVITIES: Resource day: Activities related to environmental careers

SOIL IDENTIFICATION

There are three basic types of soil:

loam - is rich in organic matter and feels smooth and somewhat sticky. Its texture is between sandy and clay.

clay - is smooth and very sticky. It becomes stonelike when dry and red when fried.

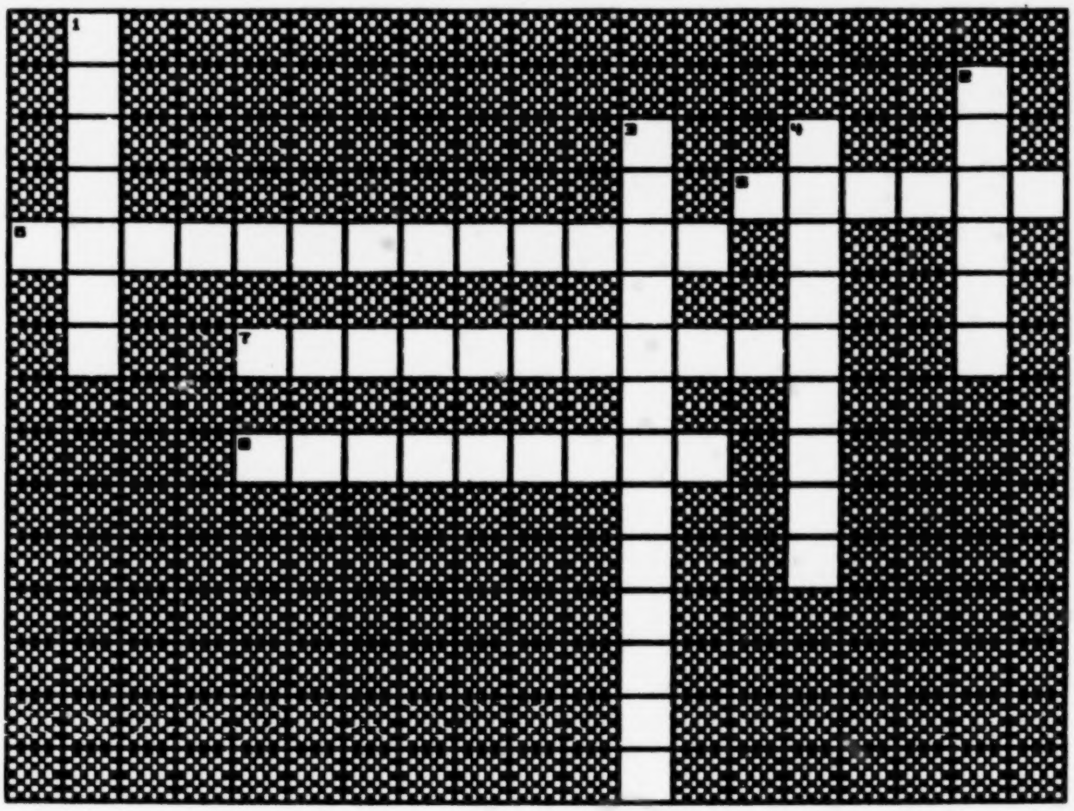
sand - consists of loose grains of minerals or rocks larger than silt.

Do you think you can identify the soils from the descriptions given above?

A. Get the three samples of soil, labeled 1, 2, 3. Study the textures of the soils carefully.

B. Match the soils with the description. On your answer sheet, write the names of the soils beside the correct number.

FORESTRY TECHNICIAN WORD PUZZLE



ACROSS CLUES

5. Forestry technicians must be willing to work in _____ areas.
6. Forestry technicians help foresters _____ ____ ____ for forest lands.
7. Forestry technicians should be able to carry out tasks without direct _________.
8. Forestry aides and technicians assist or help __________.

DOWN CLUES

1. They inspect and protect trees from insects and ________.
2. Forestry technicians must love outdoors and _________.
3. _______ ____ help prevent and control fires.
4. Forestry technicians need one to two years of _______ school training.

WORD LIST: FORESTRY AIDE

DISEASE
FORESTERS
FORESTRYAIDES
MANAGEANDCARE
NATURE
REMOTE
SUPERVISION
TECHNICAL

METEOROLOGIST

BACKGROUND INFORMATION

Meteorologists study the earth's atmosphere, trying to understand its characteristics, movements and processes. This knowledge is used in weather forecasting, air pollution control, agriculture, air and sea transportation.

INSTRUCTIONS.

1. A meterologist should be able to gather the many kinds of information that are necessary to make an accurate weather forecast.

   Gather the following information from the class weather station and record it on your individual record sheet.

   a. What is the temperature in the classroom?

   b. What is the barometer reading?

   c. What would be your forecast using the data from the barometer reading and studying the weather information chart?

   d. What is the temperature outside?

   e. In which direction is the wind blowing?

   f. How would you rate the wind on the scale of 1-12?

2. Find the weather forecast in the morning newspaper and record the following information.

   a. What was the local high temperature yesterday?

   b. What was the low through 5 p.m.?

   c. What is the local forecast for today?

   d. What is the normal high?

   e. What is the normal low?

3. Meterologists are called upon to give their facts to the newspapers, radio and television stations and the public. They often tape this information so that it can be repeated mechanically.

   Get a blank tape and a recorder from your teacher and record a weather report giving the facts that you gathered earlier. You might also want to make a forecast for the remainder of the day and tomorrow.

4. The information that is gathered at local weather stations is sent to the National Weather Bureau so that national forecast can be made. This information is sent out to all stations in the form of a weather map. Study the Standard Weather Map and answer the following questions.

   a. How many cold fronts are shown on the map?

   b. How many warm fronts?

   c. In which direction are the cold fronts moving?

   d. In which direction are the warm fronts moving?

   e. Which city has the coldest temperature?

   f. Which city has the warmest temperature?

   g. How many cities have snow?

   h. How many cities have rain?

   i. What is the weather in Atlanta?

   j. What is the weather in Denver?

   k. In what direction is the wind blowing in Richmond?

   l. What kind of front is south of Fort Worth?

   m. What is the weather in New York?

5. Select one of the following supplementary activities or develop one of your own to further explain the work of the meterologist.

   a. Develop a word puzzle of at least thirty words which could be used to describe the weather. Fill in all spaces and include a list of the words which you used.

   b. Make a poster explaining and illustrating a major weather condition, a factor in weather forecasting, or an interesting fact about the weather. You must have your rough copy checked before doing the final poster.

   c. Make a concentration game using ten terms in the weather and their definitions. See the example which the teacher has.

   d. Complete an advertisement for a job as a meteorologist including all information of importance about the career.

   e. Plan and develop an independent project or report on meteorology or a career in meteorology.

WEATHER INFORMATION CHART

WATCH THE WIND AND RATE IT ON A SCALE METEOROLOGIST USE. THE SCALE GOES FROM 0 TO 12. THE HIGHER THE NUMBER, THE STRONGER THE WIND IS BLOWING.

0-1	CALM, WINDLESS DAY
1	CHIMNEY SMOKE DRIFTS
2	LEAVES RUSTLE ON THE TREES
3	FLAGS WAVE
4-6	DUST AND PAPERS FLY, SMALL TREE BRANCHES BLOW
7-8	SMALL TREE BRANCHES BREAK OFF
9	SHINGLES BLOW FROM THE ROOF
10	TREES ARE UPROOTED
11-12	HURRICANE-FORCE WINDS CAUSE SEVERE DAMAGE

BAROMETRIC READINGS AND FORECAST DATA

FALLING

31.0 to 30.5	FAIR AND WARMER FOLLOWED BY WINDS AND POSSIBLE RAIN
30.5 to 30.2	STORM BREWING IN THE DIRECTION OF THE WIND
30.2 to 29.8	UNSETTLED, CLOUDY, WARMER
29.8 to 29.0	HIGH WINDS, SQUALLS, WARM

RISING

29.0 to 29.5	HIGH WINDS, CLEARNING COOLER
29.5 to 29.8	FAIR, COOL, WINDY
29.8 to 30.2	FAIR, DIMINISHING WINDS
30.2 to 30.5	GENERALLY FAIR, COOL
30.5 to 31.0	WINDY, POSSIBLE SOUTHEAST RAINS

TEACHER'S GUIDE

It's January — what could be a better topic for discussion than the weather? This month's poster is a great place to start. It shows how computers are used in weather forecasting, describes (and helps kids catalog) different kinds of clouds, and lists some facts about weird weather happenings. The poster also starts kids thinking creatively about the weather through poetry, and even provides a short BASIC program to put Jack Frost to work on the classroom computer screen. On the flipside of the poster are blackline masters that reinforce and extend the poster material.

USING THE POSTER

The poster is divided into five main sections. Here is how to get the most from each.

Computers and the Weather Start with this introduction to how meteorologists use computers to help predict the weather. Discuss with students why it's important for meteorologists in the United States to know what the weather is like all over the world *(because weather patterns move around the globe; for example, a storm out to sea may eventually end up on the U.S. coastline)*. Invite a local meteorologist or weathercaster to come in and talk to your class. Your students might like to know more about the instruments used in weather watching (from thermometers to computers) and about important weather trends for your area. Or your class can create its own weather forecasts using a new computer program that provides guided access to "live" weather data: *The Accu-Weather Forecaster* (for IBM and Macintosh computers; requires modem for use), $89.95, Metacomet Software, P.O. Box 31337, Hartford, CT 06103.

Weather Poems Encourage kids to express their feelings about the weather through poetry. Use poetry software like *Poetry Express* (Mindscape) if children are having trouble getting started. Or use the word processor to create "shape" poems. To do this, have kids use tracing paper to outline a weather object (such as a cloud, sun, thermometer, or rainbow) and then tape the paper over the computer monitor. Children should then type their poems staying inside the tracing.

Name That Cloud Clouds are great weather indicators, and they're fun to look at and identify. There are many other types of clouds than just those shown on the poster. Have kids research different cloud types and report on them to the class. Then help them set up their Class Cloud Watch data base, using your data base program and the sample record on the front of the poster. (With older students, you might expand the data base to include fields for temperature, barometric pressure, wind speed/direction, and precipitation level and other weather variables. Students can gather data through direct observation and from TV or newspaper reports.) When the data base contains several weeks' worth of daily entries, assist students to search the file for local weather trends (such as cloudless skies on the windiest, coldest days). As an extension activity, students could use a graphing program to chart cloud occurrence and other weather variables.

Weird Weather Awards Even though scientists are getting better at predicting the weather, sometimes it does some pretty unexpected things — like snow in June. Have children read these weather stories, and then do some research to find other interesting facts, like the size of the largest hailstone or the largest raindrop. They can then use a graphics program like *Principal's Assistant* (Mindscape) or *Certificate Maker* (Springboard) to create humorous "Weird Weather Awards."

Jack Frost Nipping at Your-...Computer? This BASIC program for Apple computers will present a screen full of asterisks, which will remind children of frost on a window. Challenge your programmers to add "snowflakes" to the window by changing the values for Y in line 30. To make the program present a new pattern every few seconds, add these lines:

```
91 FOR D = 1 TO 200: NEXT D
92 GOTO 20
```

WORKSHEET ANSWERS

Reading the Thermometer — This worksheet will help introduce primary graders to the thermometer. Tell students that the thermometer contains mercury, which rises as the temperature goes up, and falls as the temperature goes down. Tell them that they can read the temperature by looking at the numbers on the thermometer next to the top of the mercury.

The answers to the worksheet are: **1.** 32 (the temperature at which water freezes); **2.** 212 (the temperature at which water boils); **3.** 70 (a typical summer temperature); **4.** 0 (a very cold winter temperature). **Bonus:** Responses will vary.

Reading a Weather Map — This worksheet introduces intermediate students to the skills needed to read a weather map.

The worksheet answers are as follows: **1.** Detroit, Salt Lake City; **2.** Seattle, New York; **3.** 15; **4.** Los Angeles; **5.** Dallas; **6.** Answers will vary. **Bonus:** It will gradually get cloudy and start to snow as the low pressure system moves closer. The temperature will drop as the cold front advances.

READING
A WEATHER MAP

DIRECTIONS: A weather map can tell you what the weather is like now, but it can also help predict the weather. Look at the weather map on page one. It shows a typical day in January in the United States. Then use the information in the fact box to answer the questions about the weather map.

FACT BOX

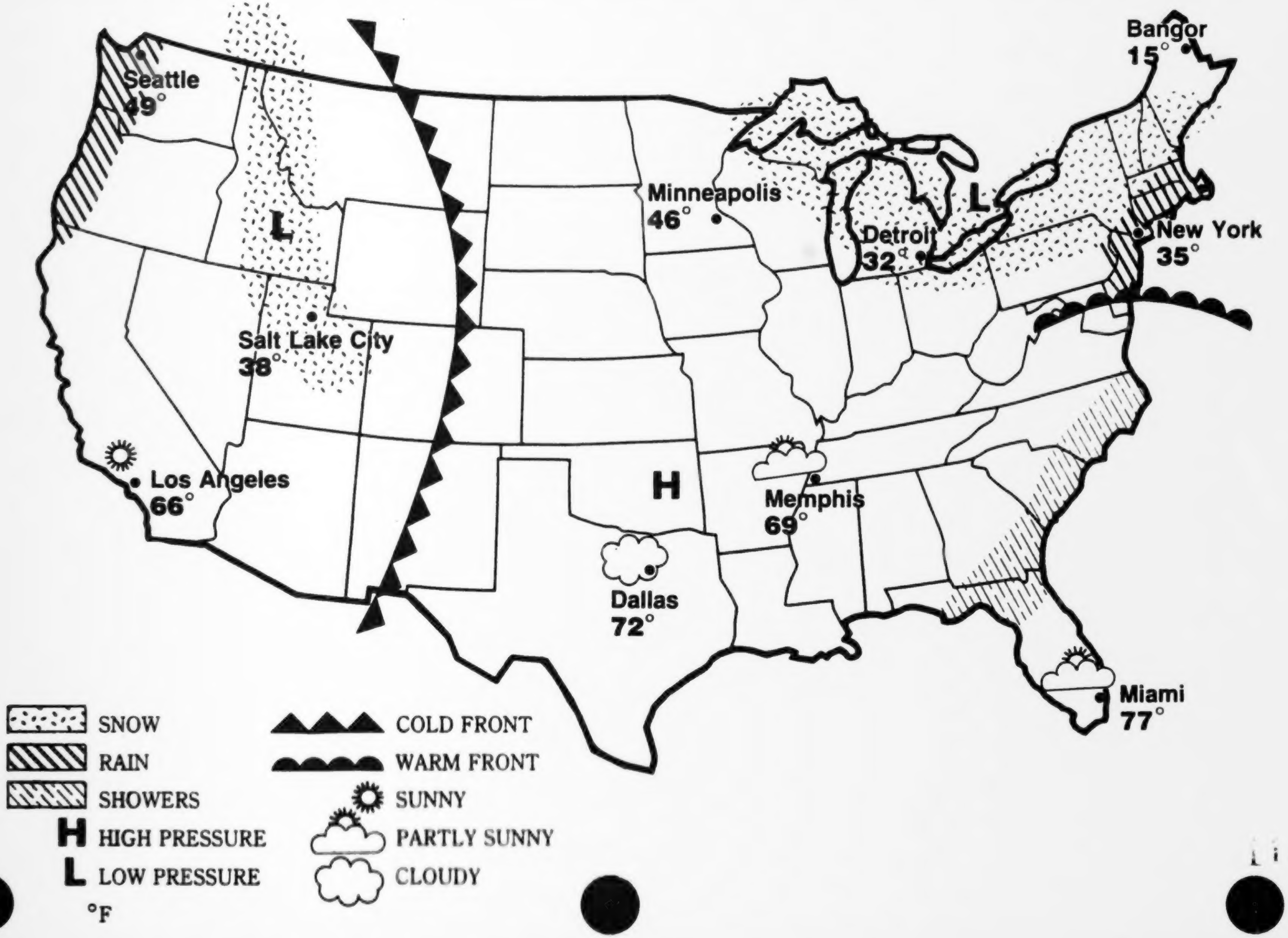
Here are some weather facts that will help you answer the questions about the weather map.

- In the Northern Hemisphere (where the United States is), the weather moves from west to east.
- High pressure usually brings clear skies, and low pressure brings clouds.
- A cold front is a mass of air that has been made cool by the land (or water) underneath it. The symbol for a cold front shows where the front edge of the cold air mass is located.
- A warm front is air that has been made warmer. The symbol for a warm front goes in front of the warm air mass.

1. In which of the cities shown is snow falling? ____________________
2. In which cities is it raining? ____________________
3. What is the temperature in Bangor? ____________________
4. In which city is the sun shining? ____________________
5. In which city is it cloudy? ____________________
6. What do you think the weather is like in your city? ____________________

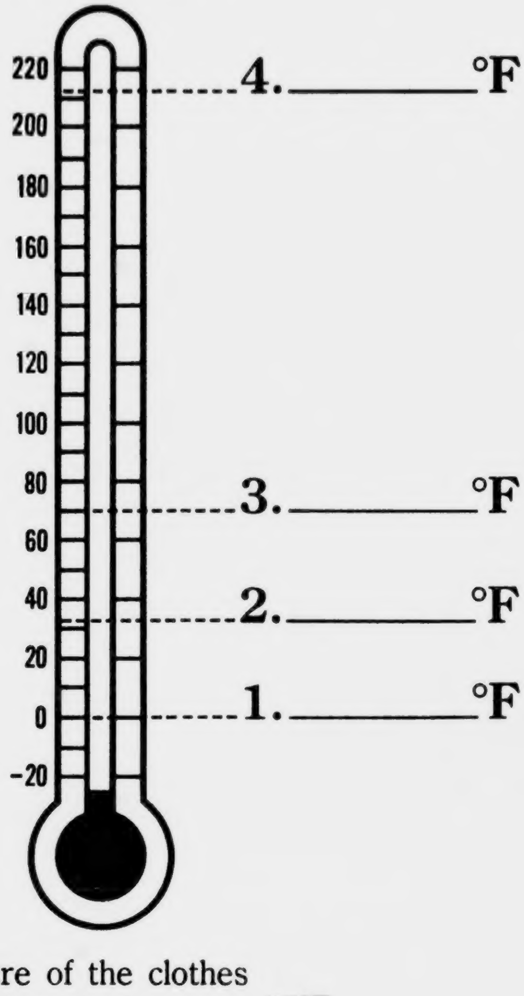
BONUS: If the cold front by Salt Lake City keeps moving east, what do you think the weather in Minneapolis will be like over the next few days?

READING
A WEATHER MAP



READ
THE THERMOMETER

DIRECTIONS: Look at the thermometer below. The mercury is only at the bottom of the thermometer. Use a black crayon to color in the mercury up to line 1. What temperature is this? Write the temperature in the blank next to line 1. Next, color in the mercury up to line 2, and write this new temperature in the blank next to line 2. Do the same things for line 3 and line 4.

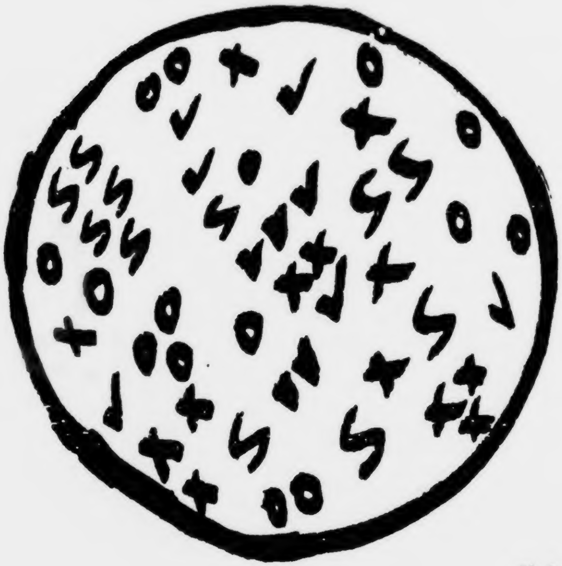


BONUS: Draw a picture of the clothes you would wear if the temperature was 32°F.

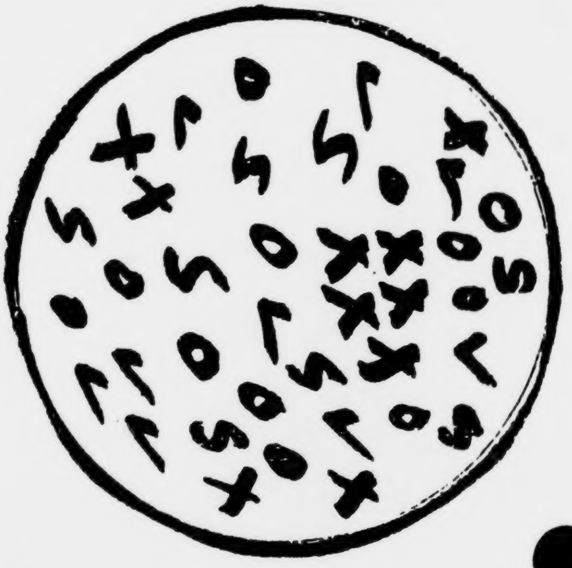
WATER SAMPLES

INSTRUCTIONS: Count the number of each type of organism in the water samples pictured below. Record your answers on the Water Sample Data Chart.

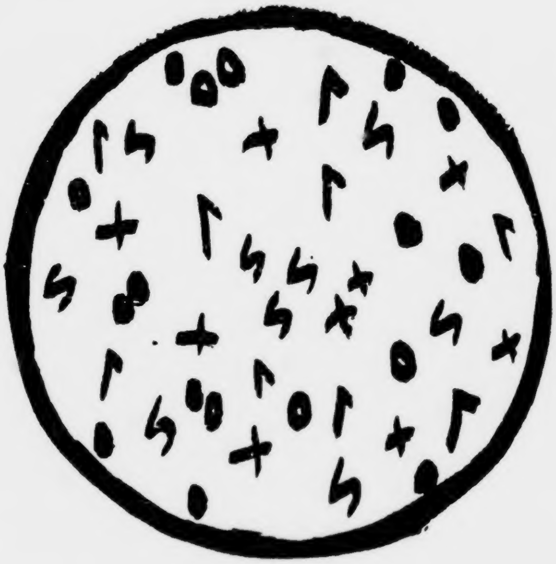
Water Sample #1



Water Sample #2



Water Sample #3

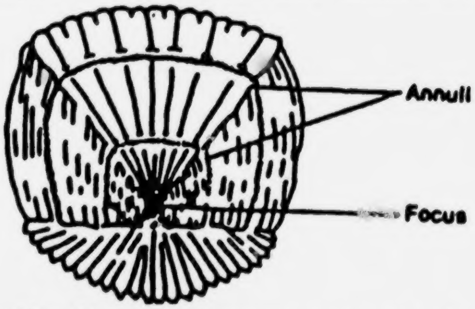


I. An ichthyologist, or fish zoologist, should be able to gather many kinds of information that are necessary to study the life of a fish. As an ichthyologist, you will learn how to determine the age of a fish.

Get the fish from your teacher. Two students will work together. Using the ruler, measure the length of the fish to the nearest 1/2 inch. Record the length of the fish on the data chart.

2. **Place these scales on a microscope slide. Using the eyedropper, add a drop of water to the scales and place the cover slip on top. Try not to trap any air bubbles above or below the scales.**

3. **Use the diagram below to help recognize annuli on the scales.**



Move outward from the focus and count each of the annuli to determine the age of the fish. 1 annuli = 1 year old. Record the age of the fish on the data chart on your answer sheet.

4. **Using the ruler, measure the length of the fish to the nearest millimeter. Record the length of the fish on the data chart.**

5. **Determine how much it grew each year by dividing the length of the fish by its age. Record your finding on the data chart.**

6. **Return the fish to your teacher. Wash the microscope slide, cover slip, scapel, and ruler, and return to your teacher. Also, make sure you wash your hands thoroughly.**

II. **As an ichthyologist, you should be able to identify the external parts of a fish. Using the sheet, "External Structure Of A Fish," see if you can choose the correct terms to fill in the blanks of the following sentences:**

1. **The line running along the side of the fish is the ______ ______.**
2. **The fin on the upper part of the fish's body is the _______ _______.**
3. **The bony flap covering the gills is the ______.**
4. **The pair of fins located just behind the operculum are the ______ ________.**
5. **The tail fin is the _______ ________.**
6. **The unpaired fin on the underside of the fish is the ______ ______.**
7. **The lower paired fins are the ______________.**

DAYS: 56-58

COMPETENCIES: 003.14
.15
.16
.17

ACTIVITIES: Leadership development: CECNC opening/closing ceremonies; parliamentary practice; committees; leading/following; public speaking; etc. (See CECNC Advisor Handbook.)

DAY: 59

ACTIVITIES: Demonstrations of career simulations in the industrial lab.

DAYS: 60-64

COMPETENCIES: 003.09
.10
004.04
.05
005.05
.07

ACTIVITIES: Career simulations

A. Robotics technician

1) Using the Radio Shack #200 in 1 electrician kit, choose an electronic adventure such as "burglar alarm" and follow instructions for wiring.
2) Identify electronic symbols vocabulary, have a "definition bee", or use flash cards for a team approach.
3) Simulate a robot by having one student wear rubber gloves and put his hands through two large holes (in a cardboard box). Student will give directions to the student as if directed by a computer.

B. Plumber

1) Play a class game such as tic-tac-toe to learn the plumber's tools and definitions.
2) Assemble a basic plumbing project according to a plan provided by the teacher. Example: drain tap; washer replacement.

C. Screen printer

1) Students will screen print pre-designed prints on T-skirts, etc. (See directions.)
2) Students design a logo of their choice which could be used for screen printing.

D. Truck driver

1) Using a map, find the shortest route between two destinations and determine the mileage.
2) Using assorted sizes of gift boxes, etc., have students pack the boxes in a designated space. Be sure to mark some boxes fragile, handle with care, etc.
3) Using the driver's handbook of road signs, have students identify the signs using a game approach.
4) Have students participate in a learning citizens band language activity, such as students writing their own message in C.B. language or interpreting a teacher-written C.B. message.

E. Assembler

1) Have students set up an assembly line and perform the following project:

   "Ink Pen Mass Production"

   a. Collect ink pins from your local bank. Disassemble the pins and put similar parts in containers.
   b. Students then assemble the pens and complete, with a student to:

      1) test
      2) inspect
      3) package
      4) ship

2) Have students assemble two boards with matched holes of different sizes, using appropriate bolts, washers, and nuts, using proper tools.

DAY: 65

ACTIVITIES: Resource day: Activities related to industrial careers

SCREEN PRINTER

MATERIALS: Water-Based Poster Ink (for paper)
Water-Based Textile Ink (for cloth)
Pre-Stenciled Screen
Squeegee

DIRECTIONS:

1) Slide cardboard inside shirt to separate front and rear from ink runoff.
2) Place pre-stenciled screen over shirt and position.
3) Place several spoons of textile ink on screen.
4) Place squeegee on screen at approximately a 60° angle and pull ink across screen one to two times.
5) Remove shirt and let air dry.
6) Place extra ink back in can and clean stenciled screen and squeegee using soap and water.

C.B. LANGUAGE

ADVERTISING----------------bear with lights on
BACK DOOR------------------last rig in convoy
BACK UM DOWN---------------slow down to 55
BEAR-----------------------highway patrol
BEAR IN THE AIR------------spy in the sky
BEAR TAKING PICTURES-------radar
BLOW THE DOORS OFF---------pass
BOULEVARD------------------interstate highway
BREAK----------------------let me on the channel
CHICKEN COOPS--------------weight stations
EARS-----------------------CB radio
EAT UM UP------------------truck stop cafe
EIGHTEEN WHEELER-----------all semi-trucks
FEED THE BEARS-------------get a ticket
FOUR WHEELER---------------automobile
FRONT DOOR-----------------lead rig in convoy
GREEN STAMPS---------------dollars
HAMMER DOWN----------------moving fast
HANDLE---------------------CB nickname
NEGATORY-------------------no
ON THE SIDE----------------parked
PLAIN WRAPPER--------------unmarked bear
REST UM UP-----------------rest area
RIG------------------------CB radio or truck
ROCKIN CHAIR---------------middle rigs in convoy
ROLLER SKATE---------------small car
SEAT COVERS----------------girls in car
SMOKEY---------------------same as bear
TEN FOUR-------------------yes-ok
TEN SEVEN------------------off the air
TEN NINE-------------------repeat that
TEN TWENTY-----------------where are you
TEN THIRTY THREE-----------emergency
TEN THIRTY SIX-------------what time is it
TEN ONE HUNDRED------------I gotta go potty
TWO WHEELERS---------------bike or cycle
WE GONE BYE----------------stopped talking
YOU GOTTA COPY ON ME-------do you hear me
ZOO------------------------bear headquarters

DAYS: 66,67

COMPETENCIES: 003.02
.03
005.03
.06

ACTIVITIES: Stereotyping: Biases; non-traditional careers; handicaps in the workforce; language of stereotyping; etc.

1) Introduce stereotyping with the riddle and a brief definition of the word.
2) Using the occupations list, have class or small student groups identify which sex is normally in those positions. Then discuss.

3) Discuss handicaps in the workplace. Simulate various handicaps as they relate to worker success. (Note: Be extremely careful not to offend students in the class who may be handicapped.)

    a. Eyesight: See eyesight activity.
    b. Physical handicap: Hold one arm behind back and tie a shoe or button a shirt.
    c. Etc.

4) Have students solve "She Can, He Can" puzzle.
5) Invite a handicapped employee to speak on their situation.
6) Take a field trip to a handicapped school, sheltered workshop, or similar center.
7) Invite a person from Vocational Rehabilitation to speak.
8) Invite a blind person with a dog to discuss problems.
9) Bring in some of the latest resources for various handicapped.

DAY: 68

ACTIVITIES: Demonstrations of career simulations in the service lab.

DAYS: 69-73

COMPETENCIES: 003.09
.10
004.04
.05
005.05
.07

ACTIVITIES: Career Simulations

Riddle for Non-Traditional Careers

A man and his son are in a car accident.

The son is injured. At the hospital the surgeon says,

"I cannot operate because he is my son."

Who is the surgeon?

ANSWER: The surgeon is the boy's mother.

Simulation of Handicaps

Eyesight

DIRECTIONS:
1) Divide class into 3-5 groups
2) On index cards (folded) print animal names- ie.- duck, rooster, etc.

3) Students will pick a card with the animals name on it
4) Blindfold all students- they are to hunt the person who is making the sound of the animal on their card- they then join that persons hand and they continue to find the other people with the same sound.

Place a time limit.

The group with the largest number of animal sounds alike- win.

JOB TITLES

Police

Firefighter

Mail Carrier

Flight Attendant

Nurse

Doctor

Construction Worker

Clerk

Elementary Teacher

Principal

President

Tailor

Chef

Cook

Mechanic

Sports Announcer

Athlete

Pharmacist

Minister

Dental Assistant

Funeral Director

Child Care Worker

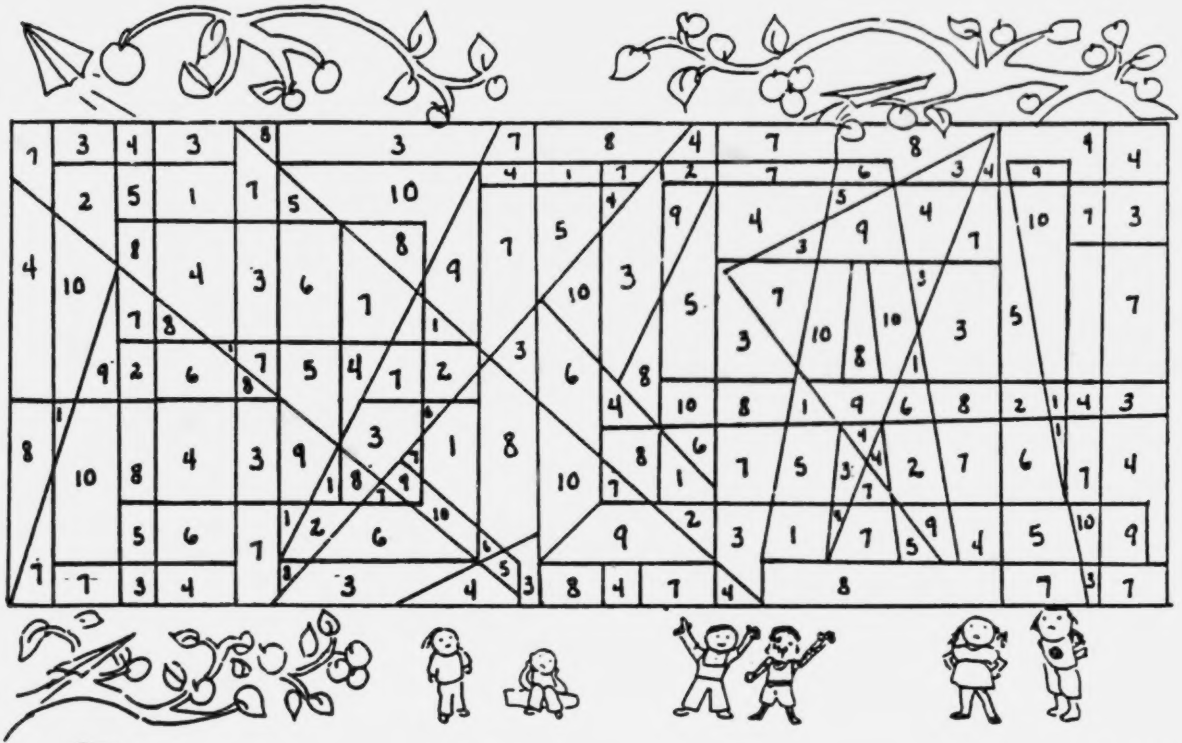
Secretary

AVOID WORDS LIKE: Fireman

Police man

SHE CAN, HE CAN

To solve the puzzle and find the hidden word, read the sentences below. If the statement is true, color the numbered puzzle spaces as directed.



If a girl can be a doctor, color the #1 spaces.
If a boy can be a nurse, color the #2 spaces.
If girls are smarter than boys, color the #3 spaces.
If boys are smarter than girls, color the #4 spaces.
If girls can be race car drivers, color the #5 spaces.
If boys can be cooks, color the #6 spaces.
If only girls can be dress designers, color the #7 spaces.
If only boys can be pilots, color the #8 spaces.
If girls can be what they want to be, color the #9 spaces.
If boys can be what they want to be, color the #10 spaces.

FRINGE BENEFITS Write a newspaper article telling why you think boys and girls should have equal chances to be what they want to be.

A. Dental Assistant/Hygienist

1) Have students select a partner and complete the following:

   a. Count and label teeth using a dental chart.
   b. Identify filled teeth and missing teeth.
   c. Give instructions for flossing teeth.

Rubber gloves and masks should be used.
Charts are available from local dentists.

B. Law enforcement officer

1) Finger printing

   a. Students take each others' finger prints
   b. Identify categories of prints using worksheet.
   c. Using the prints you have taken of teachers in your schools, have students match each person's set of prints.

C. Child care worker

1) Invite resource person from local day care center or hospital which has a baby-sitting service to discuss baby-sitting.
2) Diaper a doll.
3) Divide class into small groups and have them select and play a child's game with other members.
4) Using a practice telephone, have students practice finding and calling for help using emergency numbers.

D. Caterer

1) Using radishes, have students prepare simple garnishes: (eg. mice, roses, fans, and flowers). (See directions.)
2) Cake Decorator- have students make simple decorations on wax paper and complete by decorating a cupcake for judging.

E. Cosmetologist/Barber

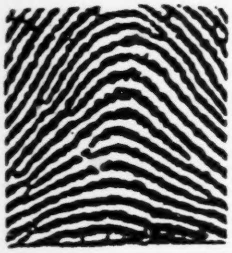
1) Barber: Have students select partner. Using a butter knife with shaving cream, each student will practice the art of shaving.
2) Cosmetologist: Having selected partner, students will give each other a basic manicure.

DAY: 74

ACTIVITIES: Resource day: Activities related to service careers.

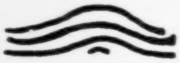
Worksheet 1

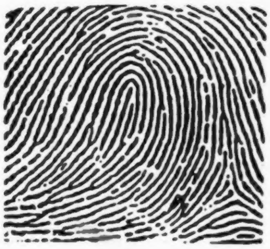
Three Basic Fingerprint Patterns



Arch

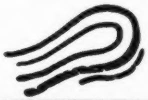
Ridges extend from one side of finger to the other and are slightly raised in the middle.

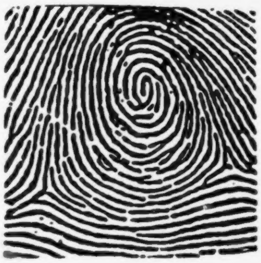




Loop

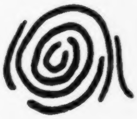
One or more ridges make a hairpin turn. Both ends of the loop generally end on the same side of finger.



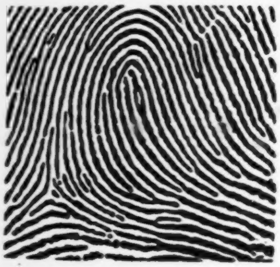


Whorl

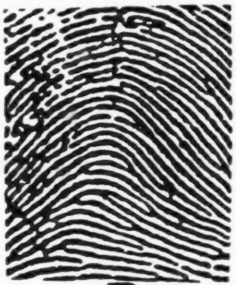
Ridge follows a spinning or circular pattern.



Which of the three basic patterns is each of these ?



A



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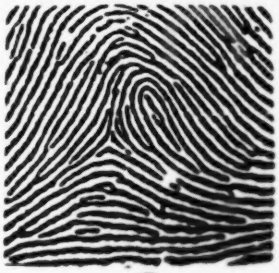

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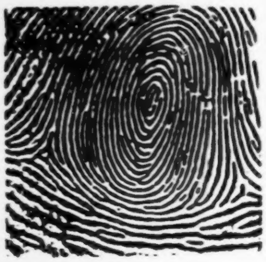

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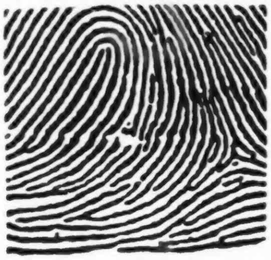

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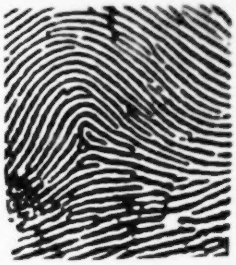


F

Radish Garnishes

The radish is the most common garnish used and is very appealing. Radishes are obtainable during most of the year. When selecting radishes, choose the ones which are medium-sized for full flavor and best color. I have found that the very large radishes may look good but they are usually dry inside and are not very easy to work with when using them for garnishing. The best radishes to use for garnishing are the ones sold in bunches, with the green leaves still attached.

Radishes, as a garnish, can be used in many ways: they can be placed on top of a salad or displayed on parsley or watercress around most meat platters or as appetizers in a relish tray to be munched on by themselves.

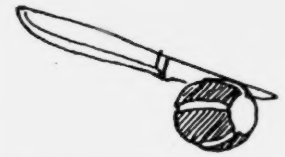
RADISH WHIRLAROUND

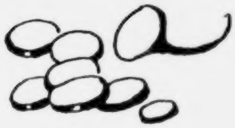
Another novel and delightful garnish for a relish tray, sandwich plate or an eye appealing decoration around any meat entree is the radish whirlarounds. They are easy enough to make and will always get compliments when used as a garnish. To make the radish whirlarounds, select a medium-sized, well rounded red skin radish. Wash in cold water and cut the root tail and the stem end flat so that the radish will set upright on the flat surface.

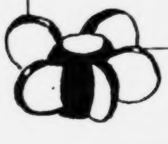
1. With the blade of a small sharp knife, cut five evenly spaced "V" notches vertically around the outside of the radish.

2. Take a second radish and crosscut it into thin slices about ⅛th inch thick.

3. Select five evenly cut slices from the second radish and insert them into the "V" notches of the first radish. Place the finished whirlarounds in cold water and refrigerate until ready to use.





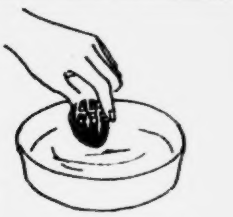


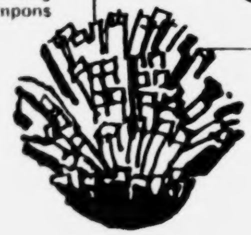
Pompon

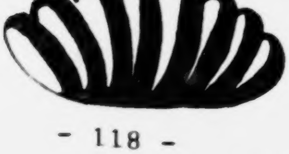
1. Select a well rounded radish and wash in cold water. Cut off the tail root and stem. Make a row of parallel cuts starting at the root end of the radish and slice to, but not through, the stem end. Keep the slices straight and close together.

2. After you have sliced the radish in one direction, give it a quarter turn and make a second series of cuts across the first cuts (forming right angles).

3. Place the cut radish in ice water and the petals will open into a puffy flower-like ball resembling a small pompon. Arrange the vegetable pompons on the salad plate and serve.







RADISH ACCORDION

1. Select a long oval-shaped radish and remove the tail root and the stem. With the blade of a small knife, make a series of crosscuts into (but not all the way through) the radish. Sp [illegible] slices close together and as evenly as po [illegible]

2. After slicing, place the radish in ice wa [illegible] to force it open into an accordion shape.

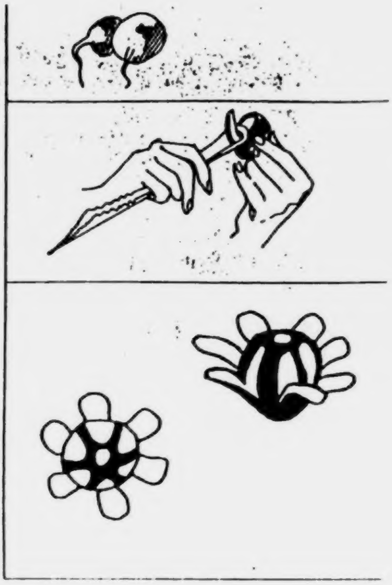
Radish Rose

The food decorator tool in this kit comes in very handy for making the radish roses. Select a well rounded, or oval shaped radish, one with no splits in the skin.

1. Start making the first petal of the radish rose by placing the eye-opening end of the tool flat against the top, or root end, of the radish. Applying a moderate pressure, pull the decorator tool downward following the contour of the radish. Do not go all the way down, stop about ¼-inch from the bottom of the vegetable.

2. Repeat this procedure, keeping the cuts evenly spaced, until you have no more room around the radish for petals. After all the petals have been cut, use a small knife and remove the root tail.

3. If the radish rose is placed in ice water the petals will fan out even farther during chilling. The radish roses can be kept in cold water and will remain fresh and crisp for up to three days. The water should be changed at least once a day to insure freshness.



RADISH DAISY

The radish daisy makes a nice display in relish trays and vegetable flower displays.

1. Slice a well-rounded radish to get 5 or 6 petals. Take another radish and cut a flat surface at the stem end.

2. Cut 5 or 6 "V" notches around the outside of the vegetable and insert the radish slices to form the daisy.

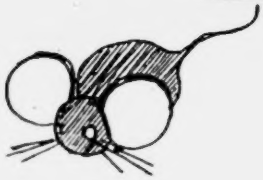
Radish Mouse

The radish mouse is a novel decoration to place in appetizer cheese trays. They are very easy to make and never fail to get a smile. Select one large oval shaped radish (with the root attached) and one small round radish (cut root off).

1. Cut 2 slices from a third radish to use for the ears.

2. Push a toothpick halfway into the large radish from the stem end. Slice 2 "V" notches in the small radish and place 2 radish slices in the "V" cuts for the ears. Make the eyes by pushing 2 whole cloves into the radish. Attach the small radish to the large one with the toothpick.

3. Position the head (small radish) on the toothpick protruding from the large radish. Complete the mouse using toothpicks for whiskers.



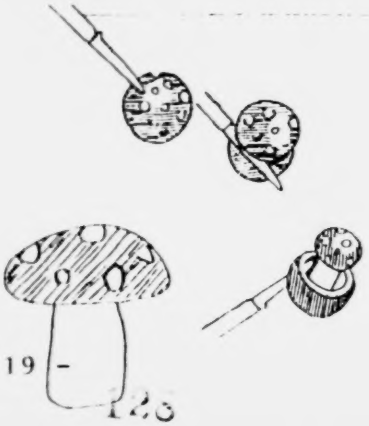
RADISH MUSHROOM

The radish mushroom is another clever decoration and an easy one to make.

1. Select a large, well rounded radish and make ¼ inch deep cuts around the outside. Be careful not to cut too deep into the center.

2. Peel off ¼-inch of the skin (from the cut line down) to form the mushroom stem.

3. Use the point of the knife to make small white spots on the mushroom cap. Chill until ready to use.



DAYS: 75-78

ACTIVITIES: Application of all career simulation units

1) Projects
2) Displays
3) Charts/posters
4) Skits
5) Reports
6) Etc.

DAY: 79

ACTIVITIES: Wrap-up/evaluation of career simulations

DAYS: 80-84

COMPETENCIES: 002.01
.02
.03
.04
.05
.06
.07

ACTIVITIES:

A. Steps in the decision-making process

  1) Discuss steps in decision-making process

    a) Define your needs or wants
    b) Analyze resources
    c) Identify your choices
    d) Compare choices
    e) Choose best alternative
    f) Make a plan to get started

  2) Have class decide on a problem shared by all.
  3) Take class through each of the above steps in decision-making.

B. Organization and self-discipline

  1) Divide class into several groups.
  2) Give each group the same problem to make a decision on.
  3) After groups have solved the problem, have each group discuss how they arrived at the solution.
  4) Compare results and how there could be several solutions to one problem.

C. Study skills

1) Invite guidance personnel in your school to speak on study skills.
2) Give students a learning style inventory and discuss results.

D. Application: Personalized Education Plan (PEP)

1) Refer to PEP manual
2) Review or summarize all guidance components to date.
3) Assignment: Students will take home the PEP and various information, along with a cover letter of clarification, in order to discuss the processes with parents.
4) The IEC may be invited to help discuss program.
5) Fill out PEP.

DAYS: 85-88

COMPETENCIES: 005.01
.03
.04
.05
.08

ACTIVITIES: Employability skills

A. Introduction of unit

1) Divide class into two groups.
2) Have group compile a list of obligations of employers; the other group a list of obligation of the employee.
3) Group leaders and/or reporters will compile a list on the chalkboard for discussion.
4) Look for common expectations and place in a third category.
5) Teacher adds some if necessary.
6) Conclude with word search and/or puzzle, either student-made or teacher-made.
7) Homework assignment: Have each student bring a want ad to class.

B. Job seeking

1) Brainstorm for services to find jobs, eg.

- newspaper, telephone directories
- private employment agencies
- Employment Security Commission
- Neighbor, friends (word-of-mouth)
- local school guidance and IEC personnel
- TV ads

2) Students use terms/abbreviation sheets to analyze their want ads.
3) Conduct a spelling bee using the terms/abbreviation sheet
4) Select one student's want ad: List abbreviations, in ad and, using sheet, identify abbreviations.
5) Then, write ad over, replacing abbreviations with full terms.
6) Divide class into groups (2 or more).
See which group can match sheet first.

C. Applications

1) Introduce with an application which is incorrectly and messily filled out.
2) Discuss each (using overhead) as students point out errors.
3) Introduce with blank application.

Have students make a list of items which should be asked of prospective employees. Compare with an actual application.

4) Have class as a group fill out an application, using the overhead projector.

D. Interviews

1) Use application previously filled out and role play positive/negative interviews. Videotape for class discussion and review.

DAYS: 89,90

ACTIVITIES: Final review; evaluation

TERMS AND ABBREVIATIONS

Terms and abbreviations you may find on an application form.

Directions: Match the following words/abbreviations to their correct meaning. Write the correct letter of the definition in the blanks provided.

_____ 1. mo.
_____ 2. employer
_____ 3. N/A
_____ 4. DOB
_____ 5. exp.
_____ 6. apply
_____ 7. Social Security
_____ 8. expd., exprd.
_____ 9. per diem
_____ 10. SS or SS# or Soc. Sec.
_____ 11. appt
_____ 12. wt. / ht.
_____ 13. reference
_____ 14. M. / F.
_____ 15. job lead
_____ 16. edu.
_____ 17. wpm.
_____ 18. rec.
_____ 19. p/t
_____ 20. yellow pages
_____ 21. #
_____ 22. tel.
_____ 23. M / S / Div.
_____ 24. recommendation
_____ 25. hrs. / wk.
_____ 26. HSG
_____ 27. employment agency
_____ 28. experience
_____ 29. interview
_____ 30. grad.

A. a person whom an employer may
ask about on applicant's
character or abilities

B. experience

C. ask for a job

D. Words per minute
(how fast you can type))

E. education
(how far did you go in school)

F. a statement of one person's
belief that another can do a job
well

G. listings of business in the
phone book

H. male / female
(identify your sex)

I. graduate
(did you graduate from high
school)

J. telephone
(give your telephone number with
area code)

K. necessary
(certain skills may be required /
parts of the form may have to
be filled out completely)

L. date of birth
(give the month, date, and year)

M. Part-time employment

N. number

O. a meeting between an employer and
a job applicant.

P. Social Security number

Q. Month

Terms and Abbreviations

Answer Key

1. Q
2. BB
3. W
4. L
5. B
6. C
7. DD
8. S
9. Y
10. P
11. A
12. U
13. A
14. H
15. CC
16. E
17. D
18. K
19. M
20. G
21. N
22. J
23. R
24. F
25. V
26. Z
27. T
28. X
29. O
30. I

RESOURCE GUIDE

PERIODICALS/CURRICULUM MATERIALS	COURSE UNIT
CAREER BRIEFS From: Opportunities for Learning, Inc. Available from Career Aids Division	Exploring Careers
CAREER CAPERS- Work sheets, games, puzzles, etc. Stones's School Supply.	All Sections
CAREER CHOICES IN NORTH CAROLINA Published by NC SOICC Newspaper Format	The World of Work Exploring Careers
CAREER EDUCATION- Handbook of elementary ideas for classroom motivation. Published by Education Service, Inc.	Exploring Careers
CAREER WORLD MAGAZINE (Monthly). Curriculum Innovations, Inc. $4.95 per subscription with 15 or more subscriptions as a minimum.	The World of Work Exploring Careers
GETTING STARTED:	The World of Work Exploring Careers
NC JOBS/CAREERS Available from NC SOICC	Decision Making
I'VE GOT ME AND I'M GLAD Works sheets, games, puzzles. Stone's School Supply	Self-Awareness Why Work?
JOB BOX (Easy to read, designed for special needs students) Fearon Pitman Publishers or Career Aids, Inc., 1985 edition. $79.50	Exploring Careers
JOB MARKET PLACE A Newspaper format (for teacher use) Available from the The American Vocational Association	The World of Work Exploring Careers
STUDY SKILLS FOR SUCCESS A workbook in kit format Available from Sunburst	Decision Making
THE CAREER BOX Pitman Learning Inc. 1985.	Exploring Careers
THE CAREER READER'S BOX by Nadene Rosenthal Available from Fearon	Exploring Careers

THE CAVES GAME A fill-in type pamphlet Available from Rick Tuton Publisher	Self-Awareness
TREE IDENTIFICATION MANUAL Available from the Agricultural Extension Service.	Exploring Careers
WHEN I GROW UP Stencils for activity sheets Available from Prentice-Hall Publishing Company	The World of Work Exploring Careers

BOOKS	COURSE UNIT
CAREER READING SKILLS SERIES, Granowky, Alvin and John Dawkins, Globe Book Company. $4.18 each, teacher guide.	Exploring Careers
CAREER SKILLS, by Joan M. Kelly, Ruth Dolz-Patton, available from Glencoe Publishing.	All Sections
CAREERS TOMORROW: THE OUTLOOK FOR WORK IN A CHANGING WORLD. The World Future Society.	The World of Work
CHILDREN'S DICTIONARY OF OCCUPATIONS by Hopke and Parramore, available from Meridian Education Corp.	Exploring Careers
CHOOSING THE RIGHT CAREER, by Vineyard and Vineyard, available from National Science Teachers Association.	Exploring Careers
COMETS PROFILES, Vol. I, contains-Activities related to science and math. Cost: $12.50 ea. or $24.00 for both. Available from National Science Teachers Association.	Exploring Careers
COMETS SCIENCE, VOL. 2.	Exploring Careers
DECISION MAKING AND PROBLEM SOLVING. Chronical Guidance Publications, 1985. Written for grades seven through ten, this new book is designed to teach students skills in decision making and problem solving.	Decision Making
DICTIONARY OF OCCUPATIONAL TITLES, 4th Edition. (Superintendent of Documents; U. S. Government Printing Office, 1981) A "must: for every well equipped occupational information center. In soft cover, $23.00.	Exploring Careers

EMERGING CAREERS: NEW OCCUPATIONS FOR THE YEAR 2001 AND BEYOND. (Garrett Press, 1986) A look at the kinds of careers in the next five to twenty years and how education, training, and placement will be affected. $11.95.	Exploring Careers The World of Work
ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE. Hopke, William E., 3 Volumes. 1984 edition.	Exploring Careers
EXPLORING CAREER DECISION MAKING. Winefordner, David W. Glencoe Publishing Co.: Bennett & McKnight, teacher edition.	Decision Making
GUIDE TO OCCUPATIONAL EXPLORATION. Harrington and O'Shea. American Guidance Services. 1984. $24.95	The World of Work
HANDBOOK FOR EXPLORING CAREER AREAS by Appalachia Educational Laboratory. Glencoe Publishing Co.: Bennett & McKnight. 1985 $4.95	Exploring Careers
JOB APPLICATION SERIES, Janus Publishing Co. and Career Airds, Inc. DON'T GET FIRED (Set of 10). $34.00 GET HIRED (Set of 10). $34.00 JOB APPLICATION LANGUAGE (Set of 10). $27.00 JOB INTERVIEW GUIDE (Set of 10). $34.00 JOB PLANNER (Set of 10). $34.00 MY JOB APPLICATION FILE (Set of 10). $27.00 READING SCHEDULES. READING AND FOLLOWING DIRECTIONS. TIME CARDS AND PAYCHECKS. USING THE WANT ADS.	Employability Skills
JOBS OF THE FUTURE. (Gregg-McGraw-Hill, 1986) Discusses the 500 best jobs and where they will be in the future. Expanding technology, new trends in management, dealing with the information age, and the changing American society are addressed. Also included is a chapter on re-training workers, and a chapter on getting and keeping a job. $6.95	Why Work? Global Trends
LIFE SKILLS SERIES, Educational Design, Inc. $4.60 each ATTITUDES IN EVERYDAY LIVING. 1980. ATTITUDES ON THE JOB. 1980. JOB SURVIVAL SKILLS. 1984. ME AND JOBS. 1982. ME AND MY FUTURE. 1983. ME AND OTHERS. 1983. READING. 1982. WRITING FOR THE WORLD OF WORK. 1984.	Work Ethics Personality Traits

N. C. STATE CURRICULUM GUIDE.	All Sections
OCCUPATIONAL OUTLOOK HANDBOOK. (Superintendent of Documents, U S Government Printing Office, 1981) The primary source for reliable occupational information since 1940. Updated every two years with a new edition. Paper cover, $20.00. Hard cover, $23.00.	The World of Work Exploring Careers
ROBERT'S RULES OF ORDER. Scott, Foresman Co. Revised edition 1981. $7.95	CECNC
SCHOOL SUBJECT-OCCUPATION INDEX. Winefordner David. Glencoe Publishing Co.: Bennett & McKnight. 1978. $13.77	Orientation
SELF AWARENESS: COMMUNICATING WITH YOURSELF AND OTHERS. Ratliffe and Herman. Order from National Textbook or Social Studies School Services. 1982. $9.95	Self-Awareness Work Relationships
SURVIVING ON THE JOB, Como, Jay. Glencoe Publishing Co.: Bennett and McKnight. 1983 Text $6.75, instructor's guide $4.98.	Employability Skills
TECHNOLOGY AT WORK: A SURVEY OF TECHNOLOGY. (Southwestern Publishing Company, 1986) New edition helps students to learn about modern technological societies and gives information concerning technology's impact on careers and education. $11.25	The World of Work
THE ABC'S OF PARLIAMENTARY PROCEDURE. Channing L. Beta, Co., Inc. 1974. $.69 each.	CECNC
(THE) FUTURE TODAY! (EMC Corporation) 1986. New book prepares students for challenges of today and tomorrow by understanding the workplace, stressing critical thinking, and offering decision-making skills as important preparation for successful living.	Why Work? The World of Work Decision Making
(THE) JOB YOU WANT: HOW TO GET IT. (Southwestern Publishing Company, 1983) Outlines where to look for jobs, how to set realistic goals, use summer work experiences, market personal abilities, and how to be successful in the job interview. $3.25.	Why Work? Employability Skills
VGM'S CAREERS ENCYCLOPEDIA. Available from National Textbook Company.	Exploring Careers
WEST VIRGINIA CURRICULUM GUIDES. Available from Vocational Curriculum Laboratory.	Exploring Careers All Sections
WORKER TRAIT GROUP GUIDE. Winefordner, David W. Glencoe Publishing Co.: Bennett & McKnight. 1978 $15.99	Exploring Careers

OTHERS	COURSE UNIT
CAREERS AND VALUES, SUNBURST COMMICATIONS. 1982 Robbins, Jean $99.00	Self-Awareness
CASE (Career Assessment Survey Exploraion Available from: F E Braswell, Inc. P. O. Box 58734 2725 Millbrook Road Raleigh, NC 27658	Self-Awareness
CHARLIE BROWN'S CAREER EDUCATION PROGRAM Available from Random House	Self-Awareness
JOB'S OF THE 90'S By Sunburst	The World of Work Exploring Careers
PARLIAMENTARY PROCEDURE IN ACTION Educational Filmstrips. 1981	CECNC
PICTURE INTEREST EXPLORATION SURVEY Career Education Media, Inc. 1976. $350.00	Self-Awareness
THE GOOFEY SERIES WALT DISNEY Available from: Education Media or Walt Disney Epcot Educational Media	Why Work? Employability Skills
WORKING by Metropolitan Life Insurance Company	Exploring Careers Employability Skills

VENDOR ADDRESSES

American Guidance Service
Publishers Building
Pine Circle, MN 55014

American Vocational Association
1410 King Street
Alexandria, VA 22314

FE Braswell, Inc.
P. O. Box 58734
2725 Millbrook Road
Raleigh, NC 27658

Britannica Education Corporation
425 N. Michigan Avenue
Chicago, IL 60611

Bureau of Labor Statistics
1371 Peachtree Street, NE
Atlanta, GA 30367

Business Weeks's Guide to Gareers
P. O. Box 7819
West Trenton, NJ 08628 (magazine)
(609) 771-0346

Cambridge Career Products
2 Players Club Drive
Charleston, WV 25311
(800) 468-4227

Career Aids, Inc.
20417 Nordhoff Street
Chatsworth, CA 91311
(818) 341-8200

Careers, Inc.
P. O. Box 135
Largo, FL 34294
(800) 922-7337

Carolina Biological Supply
Elon College, NC 27244

Channing L. Bete Co., Inc.
South Deerfield, MA 01373-0200

Charlotte/Mecklenburg Curriculum Guides
Charlotte, North Carolina

Chronicle Guidance Publications
Aurora Street Extension
P. O. Box 1190
Moravia, NY 13118

Edison Electric Institute
1111 19th Street NW
Washington, DC 20036

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Educational Filmstrips
1401 - 19th Street
Huntsville, TX 77340

Educational Media or
Epcot Educational Media
500 Buena Vista Street
Burbank, CA 91521

Education Media Corporation
P. O. Box 21311
Minneapolis, MN 55421

Educational Services Division
P. O. Box 168
Iowa City, Iowa 52243
(S/E Region) (404) 231-1952

Educational Services, Inc.
P. O. Box 219
Stevensville, Michigan 49127

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Employment Security Commission of NC
Labor Market Division
P. O. Box 25903
Raleigh, NC 27611

Fearon Education
19 Davis Drive
Belmont, CA 94002

Ferguson Publishing Company
111 East Wacker Drive
Chicago, IL 60601

Follette Library Book Company
4506 Northwest Highway
Crystal Lake, IL 60014

Garrett Press
Garrett Park, MD 20896

General Learning Corporation
3500 Western Avenue
Highland Park, IL 60035

Glencoe Publishing Company
Bennett and McKnight Division
5925 Peachtree Independence Blvd
Chamblee, GA 30341
(800) 447-0682

Gregg-McGraw-Hill Publishers
1221 Avenue of the Americas
New York, NY 10020

Guidance Associates, Inc.
Communication Park
Box 3000
Mount Kisco, NY 10549-0900
(800) 431-1242

Harvest Educational Labs
73 Pelham Street
Newport, RI 02840
Janus Book Publishers, Inc.
2501 Industrial Parkway-West
Hayward, CA 94545
(415) 887-7070

Jefferson Software
2 Players Club Drive
Charleston, WV 25301
(800) 468-4227

J I S T - The Job Search People
720 North Park Avenue
Indianapolis, IN 46202
(800) 648-5478

Media Materials, Inc.
Dept. 840209
2936 Remington Avenue
Baltimore, MD 21211

Meridian Education Corporation
205 East Locust Street
Bloomington, IL 61701
(309) 827-5455

Metropolitan Life Insurance Co.
P. O. Box 950
Madison Square Station
New York, NY 10160-0950

NASCO
901 Janesville Avenue
Fort Atkinson, WI 53538
1-800 558-9595 or (414) 563-2446

National Science Teachers Assoc.
Special Publications Dept.
1742 Connecticut Ave. NW
Washington, DC 20009

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646

North Carolina State Occupational
Information Coordinating
Committee (NCSOICC)
P. O. Box 27611
Raleigh, NC 27611 - (919) 733-6700

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Random House
Miller-Brody Production
400 Hahn Road
Westminister, MD 21157

Rick Trow Productions
P. O. Box 291
New Hope, PA 18938
Southwestern Publishing Company
5701 Madison Road
Cincinnati, Ohio 45227
(800) 431-1934

Superintendent of Documents
U. S. Government Printing Office
Department 33
Washington, DC 20402
(Remittance required with orders)

The Psychological Corporation
Harcourt Brace Jovanovich
1372 Peachtree St., NE
Atlanta, Ga 30367 - (404) 892-3700

Vocational Assessment Consultants
P. O. Box 64850
Virginia Beach, VA 23464
(804) 497-6900

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
1-800-642-2670 or 1-304-372-8673

Vocational Development Unit
N. C. State Dept. of Public Instruction
116 W. Edenton St. - Room 539
Raleigh, NC 27603-1712 - (919) 733-7046

CAREER EXPLORATION

The structure of the program and the time spans in which the program is offered vary among LEAs. The supplies and equipment needed will be determined by the specific units taught.

Consumable. Since there are variations in the program, the figures provided at the end of the supplies listing for each laboratory are estimates. There will be differences in the amounts needed for each laboratory in programs which offer labs for varying lengths of time.

Reference Materials. Suggested reference needs are listed for specific activities in each laboratory curriculum guide, but the list below may be used as an overall guide.

Optional Equipment. Optional items are noted by an asterisk (*). While not required, these items are recommended for comprehensive programs.

Each laboratory area should have the following:

Dictionary of Occupational Titles – 1
Guide to Occupational Exploration – 1
Encyclopedia of Careers – 1
Occupational Outlook Handbook – 5
Career World Magazine – 4
A class-size set of textbooks
Worker Traits Group Guide – 5

Programs should integrate guidance activities and these materials into each laboratory offered.

AV Equipment

Each laboratory should have available for use:

Filmstrip projector
16 mm projector
Slide projector
Overhead projector
Cassette player
Listening center
Filmstrip viewer (individual)
Video cassette player
TV monitor
Video camera
Duplicator
Thermofax
Large wall-mount screen
Copier

A Guidance/Occupational Information Center should have the above as standard equipment. Many schools are able to provide these through their media centers; thus, they would not need to purchase this equipment.

Each couse in the career exploration program will require the following for effective implementation:

1) Tables with chairs (adequate for enrollment)
2) Enclosed compartmentalized storage (e.g. tote tray cabinet)
3) File cabinets (2)
4) Bookcases
5) Chalkboard
6) Bulletin board
7) Listening center
8) Supplemental electrical outlet strips
9) Accessible running water and sink
10) Adequate ventilation
11) Fire extinguisher
12) Pest control
13) Teacher desk with rolling chair
14) Pencil sharpener

CAREER EXPLORATION

Career Exploration (6th Grade Program)

Equipment	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item: Student
Cassette recorder/player	1	
Listening center	1	
Filmstrip viewer (individual)	1	
Paper cutter	1	
Microcomputer (2 disk drive...64K)	1	
Printer for above, 132 character)	1	
Calculators	4	
*Cash register (electronic)	1	
Telephone	1	
Microscope	1	
Wood-top work bench	1	
Woodworking vise	1	
Metalworking vise	1	
Robotics kit	1	
Stud wall section	1	
Serving tray	1	
Set dental tools	1	
Tooth model	1	

Supplies	Suggested Quantity	
	Per Lab/ Classroom	Per Student Ratio Item: Student
Scissors	12	
Assorted PVC pipe and fittings	Asstd.	
Claw hammers	2	
Hand saws	2	
Fingerprint kit	1	
$2 to $5 per student for consumable goods, such as worksheets, inventories, construction paper, art supplies, food, etc.		

*Optional